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ABSTRACT

The three issues of "Trustee Quarterly" contained in this document focus on topics of current concern to community college trustees. Issue 1 for 1996 focuses on the policy governance model of community college board leadership, offering the following feature articles: "John Carver...and His Contribution to Community College Governance," (Ray Taylor); "What is Policy Governance" and "How To Implement Policy Governance," (Tom Gregory); "Connecting With the Community Through Strategic Conversations," (Linda Rosenthal); and "Eight Colleges Implement Policy Governance," (Cindra J. Smith). Issue 2 presents "Trustees and Emerging Technologies: Helping to Lighten the Load," (R.Spencer Pederson); "Reshaping the Future of Community Colleges: Corporate Change, Technological Tidal Waves, and Webby Worldviews," (Elaine H. Hairston); and "CEO Performance Appraisals: Suggestions from CEOs on Improving the Process," (Brian King). Issue 3 focuses on access and equity and includes the following: (1) the Association of Community College Trustees Board of Directors' policy on access and equity; (2) strategies for developing board policy through strategic planning and setting goals for board diversity policies; (3) descriptions of model programs at community colleges related to student recruitment, retention, and mentoring; (4) descriptions of exemplary college programs for achieving diversity among faculty, administrators, and staff; and (5) a discussion of strategies for achieving diversity in contracting and purchasing through minority business outreach. (HAA)

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Trustee Quarterly, Issues 1-3, 1996

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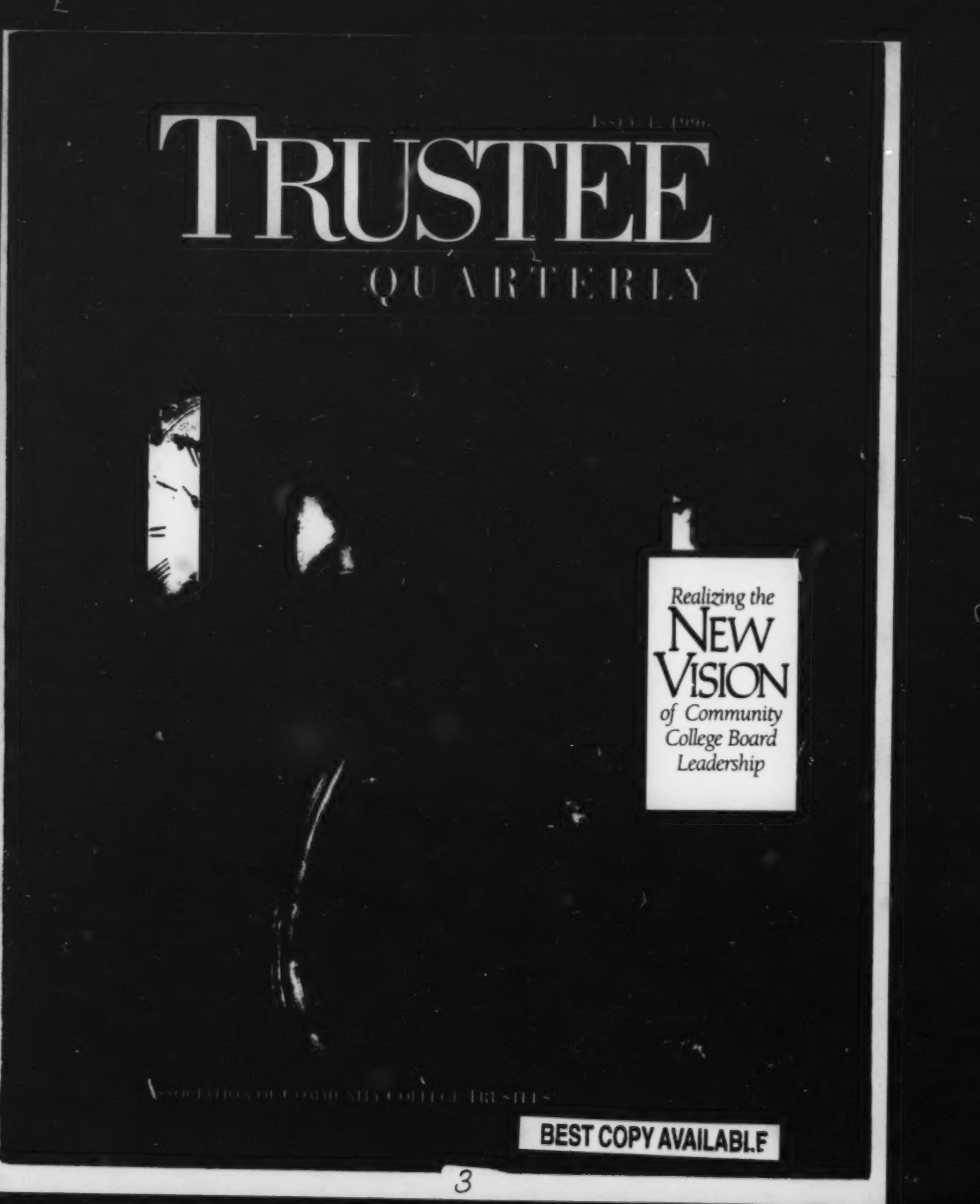

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Opinions expressed are those of the authors and not necessarily those of ACCT.

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ISSUE 1, 1996

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FEATURE

Realizing the New Vision of Community College Board Leadership

John Carver...

The guidance available to those who need to know about the theory and practice of management is unending— but information on the theory and practice of governance is practically non-existent! It was this disturbing fact that launched the career of the "Father of Policy Governance™," John Carver.

A theorist, writer, and consultant on governance and the board management partnership, Dr. Carver earned a B.S. in business and economics and a M.Ed. in educational psychology from the University of Tennessee and his Ph.D. in clinical psychology from Emory University. Working for a not-for-profit board, he was nationally recognized as an innovator in the field of mental health. It was here that his interest in boards took shape. Following extensive research on the subject, he began working with boards and CEOs as a consultant. His hundreds of clients, world-wide, range from Fortune 500 companies to community action agencies and include many community colleges. He is the author of several books (including *A New Vision of Board Leadership: Governing the Community College*, for ACCT, with Miriam Mayhew), professional papers, a newsletter, as well as audio and videotape programs.

...and his Contribution to Community College Governance

Carver was introduced to the ACCT membership at the 1993 ACCT Annual Convention in Toronto. His keynote address at that meeting captured many of the values held by community college trustees, introduced others, and wrapped them in a new model for action — Policy Governance.

The enthusiasm of the ACCT membership toward this new model led to the production and distribution of a videotape and book (produced through the support of the ACCT Trust Fund), numerous special sessions at subsequent association meetings, and a board retreat service and information exchange on Policy Governance.

Beyond these activities and products, however, John has made a lasting contribution to community colleges. Many boards have adopted the model, some have rejected it, many more are studying the idea, and many have included some of his concepts in their existing approach to governance. To varying degrees, hundreds of trustees and CEOs have been and will be engaged in a conversation about effective governance and all will be better for it. ■

— Ray Taylor
ACCT President

Editor's note: In the mid-1970s, John Carver created a conceptual model for a reinvented governance, which he called Policy Governance™. Throughout this publication, any reference to Policy Governance refers to this conceptual model.

What is Policy Governance?

by Tom Gregory

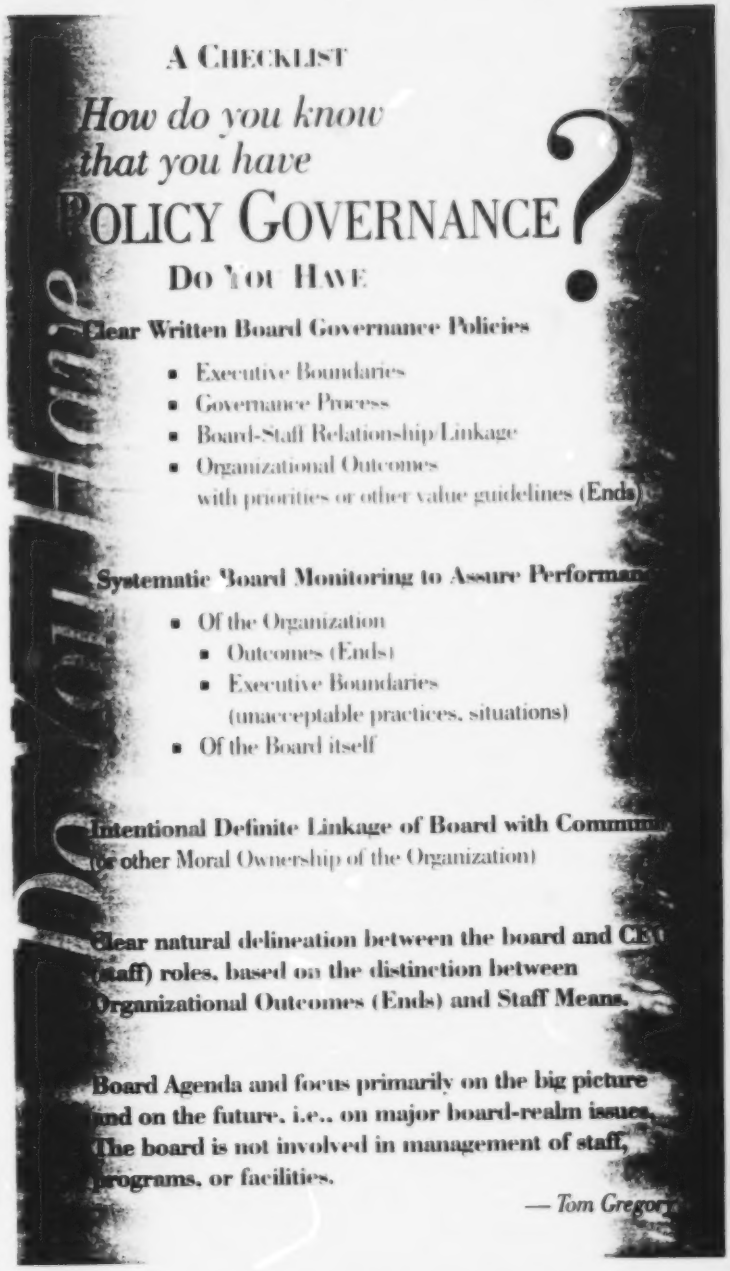
For ages too few persons questioned that the earth was basically flat. Similarly, for decades few persons questioned the traditional flawed ways in which boards and CEOs (and staff) have coexisted. At last, someone looked at the inadequate situation, decided that there had to be a better way, and found a better way. Thank you John Carver (see preceding tribute).

Each of us has at least a vague idea of what a board does and how a board and CEO operate. These unchallenged concepts, passed down from others, frequently have led to undefined overlapping roles of the board and of the CEO. Conflict, misunderstanding, frustration, and inefficiency have been common and sadly have been accepted as natural and inevitable.

Policy Governance is a way for a board and CEO to lead and to manage an organization in partnership. Policy Governance is a method, a conceptual model for governing, that works in the real world and which deals with real world problems and situations. Policy Governance was born and bred in public and non-profit organizations, but Policy Governance can be used and is used in the corporate sector. Policy Governance is a tested well-thought-out workable system that stands in contrast to the flawed combination of problem fixes which comprises traditional organizational governance.

Policy Governance recognizes the huge responsibilities which board members have, recognizes the number and size of board-realm decisions which need to be made, and recognizes the importance that board members understand and act on the values held by the public (or those who morally own the organization). Policy Governance provides a way for a board to carry out its fiduciary responsibility which to many persons is awesome.

Policy Governance recognizes that board members normally are not working within the organization 50 or 60 hours a week, and therefore should not be trying to manage operations, staff, or facilities. The CEO and supervisory staff are selected and paid to carry out that management role. The board can better spend its time truly leading the organization while responsibly delegating what can be responsibly delegated. Policy Governance leads to an economy of board operation, to a minimum waste and the best use of valuable board member time. Policy Governance addresses board job design and enables strategic leadership by governing boards.


A CHECKLIST
How do you know that you have
POLICY GOVERNANCE?
DO YOU HAVE
Clear Written Board Governance Policies
Executive Boundaries
Governance Process
Board-Staff Relationship/Linkage
Organizational Outcomes
with priorities or other value guidelines (Ends)
Systematic Board Monitoring to Assure Performan
Of the Organization
Outcomes (Ends)
Executive Boundaries
(unacceptable practices, situations)
Of the Board itself
Intentional Definite Linkage of Board with Commun
(or other Moral Ownership of the Organization)
Clear natural delineation between the board and CE
(staff) roles, based on the distinction between
Organizational Outcomes (Ends) and Staff Means.
Board Agenda and focus primarily on the big picture
and on the future, i.e., on major board-realm issues.
The board is not involved in management of staff,
programs, or facilities.
— Tom Gregor

Tom Gregory is ACCT's main Policy Governance trainer/facilitator. He has wide experience in board development, team building, and conflict resolution in the for-profit and not-for-profit sectors. This is his 20th year teaching interpersonal skills on the graduate level at Trinity College. He finds fulfillment in enhancing individuals, groups, and computers. He has a sense of humor. He can be reached at 202-363-9696.

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Policy Governance is a way of enabling a board to be efficient and effective.

Policy Governance is a relationship, a partnership between the board and management with clear roles for each. Board members, officers, CEO, and senior staff know what their jobs are and are not. The core ideas of Policy Governance are simple.

Policy Governance is a coherent collection of guidelines, roles, and protections, which fit together to produce the long desired governance results. This collection enables the board and staff to focus attention on their appropriate work and not have to focus attention on the common problems caused by traditional ill-defined and vaguely-defined governance. A common reaction to Policy Governance is "This makes so much sense. I do not understand why we were not doing this sooner."

Policy Governance defines a board/staff division of labor, a division of primary focus. Policy Governance has found a natural and useful boundary line, a line which has flexibility and which can be adjusted by the board.

Policy Governance encourages having a strong, competent, knowledgeable board and a strong, competent, knowledgeable CEO. With clear separate roles, the board and CEO need not compete with each other. Each benefits from a powerful and fully functioning partner.

Policy Governance is an expression of the values of the owners of the organization, values about why the organization exists, and values about how the organization accomplishes its outcomes. Policy Governance directs that the board be effectively linked to its ownership.

Policy Governance is a way of elevating deliberations by the board and by the public to the more significant and longer-range than is traditional. Board time is spent on matters that can not or should not be delegated to anyone else.

Policy Governance is a framework that enables a board to benefit from diversity of opinion and to function as a unit rather than as disparate parts. Diversity is even invited and encouraged and used.

Policy Governance directs the board to create an explicit vision of the intended outcomes of the organization, i.e., policies (called Ends) describing exactly why the organization exists, with priorities or other value guidelines related to the outcomes intended. Such a clear vision becomes a powerful leading beacon and is a natural leadership instrument.

Policy Governance assures that the board creates policies regarding delegation of authority, governance of the organization, and operational behavior boundaries. Board members become grounded in a workable philosophy of governance. New board members, having the board policies, are able to quickly function effectively on the board.

Policy Governance is a way of elevating deliberations by the board and by the public to the more significant and longer-range than is traditional. Board time is spent on matters that can not or should not be delegated to anyone else.

Policy Governance establishes a clear set of boundaries within which the executive may operate and establishes clear direction and priorities for the executive to pursue. Policy Governance leads to the best use of the executive's abilities and offers a fair and natural way of evaluating the executive's performance.

Policy Governance is so named from the board's establishment and use of a set of policies which give direction and guidance to the organization. Instead of having to make the same decisions repeatedly, the board translates its values into policies which give direction to and set boundaries on decisions. This prethinking allows decisions to be made at a wise level and gives the organization and its management the ability to react quickly to changing situations. This system frees the board from much wasted time.

Policy Governance directs that the board assure executive and organizational performance through systematic monitoring, i.e., assures that the intended organizational outcomes are reached and assures that the operational boundaries, set by the board, are not violated.

Policy Governance eliminates many unnecessary conflicts, gaming, posturing, nonacceptance of appropriate responsibility, and meddling. Policy Governance allows a board not to give inordinate time to attention seekers. Board member renegades are not allowed to meddle and interfere with the work of the staff. These improvements are accomplished through setting up a very workable system which is guided through carefully thought-out policies.

Policy Governance is not a panacea. With Policy Governance, a board still has to deal with differences of information, opinion, and values. Hard decisions still must be made, but an intelligent system is in place to deal with the differences. Roles and responsibilities are much clearer and make sense. The organization has clearly defined intended outcomes, and organizational behavior and progress is monitored and is known. With governance much less a problem, full attention and resources can be directed toward the reason the organization exits.

The above paragraphs are an attempt to explain what Policy Governance is and does, not so much how Policy Governance works or what steps are needed to accomplish the results of Policy Governance. Continue to page five for information on Policy Governance implementation. ■

How to Implement Policy Governance

by Tom Gregory

Since Policy Governance is a coherent collection of practical procedures, relationships, policies, and methods, almost all organizations already have some beginnings in place. Also, since most board members and senior staff are aware that improvement in these areas is possible and is needed, the motivation to implement Policy Governance commonly exists.

Usually one or more board members and/or senior staff of an organization hear about Policy Governance from a colleague, which leads the person to get an introduction to Policy Governance through a book or through a presentation. The ideas make a lot of sense and seem directly applicable to that organization. The person(s) encourage the CEO and board chair to learn enough about Policy Governance to ask the board to bring a specialist to spend a day or half-day with the board and senior staff to introduce and train them in Policy Governance. That introduction/training day is referred to below as Day 1 of the implementation process.

The introduction to and training in Policy Governance almost always has a lasting impression on the participants. The specialist points out problems inherent in the traditional governance system and shows what can be accomplished with Policy Governance. Participants understand what is realistically available for their organization and begin to understand the potential for their organization of a higher level of functioning of the board. The participants will never see governance in the same way again. They will never be satisfied to put up with the needless problems of traditional organizational governance.

The most frequent way to implement Policy Governance is described below. The grouping of Day 1 and Day 2 on consecutive days is desirable. Day 1 and Day 2 can be separated, but with loss of efficiency. Days 3 and 4 usually are grouped on consecutive days. Other variations are mentioned later in this article.

Normal Sequence for Policy Governance Implementation

Day 1—***Introduction and Training of Board and Senior Staff***

This day includes a full introduction to Policy Governance, questions and answers, initial training, discussion, and often the decision of whether or not to implement Policy Governance. All of these activities take approximately six hours for most boards. Pre-learning (through articles, books, tapes) is desirable. By beginning the next step, policy development, in the remaining hours of Day 1, then Day 2 (which is a very full day) can be eased.

Day 2—***Policy Development***

(Development of Three of the Four Policy Sections)
Grouping Days 1 and 2 on consecutive days is highly advantageous.

This day is spent in developing the policy sections which (1) guide the operations of the organization, (2) set up the governance process, and (3) define the relationship between board and staff, delegate authority, and establish accountability. The use of sample generic policies greatly speeds this process; months of work are completed in one day.

Day 3—***Outcomes Policy Development***

On this day the board, normally with the participation of senior staff, clearly define exactly why the organization exists, including who are the intended beneficiaries and what benefits are intended. Regardless of previous good work on mission statements, this day is intense and fulfilling. Boards begin to experience the power and value of real board work.

Sample Outcomes (i.e., intended organizational results, usually called Ends) policies, if not from a similar organization, can be very helpful in understanding Outcomes. However, the board should not easily accept as its own any Outcomes policy of another organization, even a very similar organization. If the Outcomes policies of a similar organization are used as starting points, Days 3 and 4 can be squeezed into one long day, but at the loss of valuable deliberation on vital issues. Such usage and squeezing is not recommended, but is mentioned here as a possibility, if absolutely necessary.

Day 4—***Outcomes Policy Development*** (Continued)
Priorities/Values and Outcomes Monitoring

This day is best held immediately following Day 3, i.e., the very next day.

On this day, the board, normally with participation of senior staff, consider the relative value of the desired outcomes intended for the organization. Priorities or cost limits are set to guide the relationship between the resources used by the organization and the outcomes intended. An outcomes monitoring system is established so that the effectiveness of the organization can be determined in terms of real impact, not activity.

Day 5—***Fine Tuning***
Best performed months later, i.e., several board meetings later.

Sometimes called mid-course adjustments, this activity is almost always needed. The elimination of assistance at this point is almost never cost-effective for a board. Normally included in this day are dialogues with the CEO and senior staff, the board chair, and the board as a whole; as well as observing and evaluating a board meeting. Discussions look at what is going well and what needs attention. Policies are modified as the situations require.

Instead of the regular sequence listed above, some boards prefer to work on the organizational outcomes policies (normally Days 3 and 4) before working on the other policies (normally Day 2). The regular sequence allows the board to have confidence that it is not losing control of the organization and gives the board the option to begin operating with Policy Governance at the end of Day 2.

In the implementation of Policy Governance, the process can be stopped at any time, should the board decide that the governance system is not to be used with their organization. However, once a board gets involved in developing its governance policies, rarely does a board not continue.

Similarly, once a board adopts Policy Governance, the board always can decide to go back to its old traditional system of governance. There have been boards who have adopted parts of Policy Governance who did not get all of the results which the board members had hoped for. This writer knows of no board which has implemented full Policy Governance which has decided to revert to its former governance system. Once the advantages of full Policy Governance are realized, going back to the earlier situations seems ridiculous.

Once the policies of Day 2 are completed, the board can flip the switch and begin operating under Policy Governance. No transition phase is really needed. There will be a time of adjustment. There will be times of back-sliding. The board does not need a period of trying to operate simultaneously under its old and new governance systems. Many boards do wait until after Day 4 when all policy sections are completed before switching over.

The cost of the use of a trained, experienced specialist to lead a board in the implementation of Policy Governance varies with his/her expertise, experience, and name recognition. For the five days of work plus review of bylaws, minutes, documents of formation, critique of interim steps, and telephone consultations, the cost is expenses (travel, food, lodging) plus from US$ 5,000 to US$ 40,000, depending on the specialist chosen.

Implementation of Policy Governance without the facilitation, training, and guidance of an experienced specialist is possible. There seems to be broad agreement that such implementation without specialized help is not cost-effective. There seems to be broad agreement that the use of an outside experienced specialist saves the board considerable time and significantly lessens the likelihood of mistakes and problems.

To learn more about how to implement Policy Governance, call the Board Services Department at ACCT, 202-775-4667. ■

Some Community College Boards Who Are Implementing

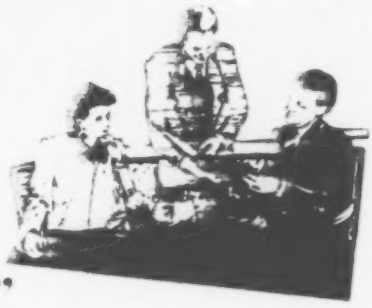
POLICY GOVERNANCE

Assisted by an ACCT Facilitator

Pratt Community College, Kansas
Southern State Community College, Ohio
Maricopa County Community College District, Arizona
Ilisagvik College, Alaska
Northern Lights College, British Columbia
Bunker Hill Community College, Massachusetts
Salem Community College, New Jersey
Southeast Community College, Nebraska
Austin Community College, Texas
Iowa Western Community College
Kansas City Kansas Community College
Lakeland Community College, Ohio
Lakeshore Technical College, Wisconsin
Fox Valley Technical College, Wisconsin
Rockland Community College, New York
Wisconsin Indianhead Technical College
Suffolk County Community College, New York
Robeson Community College, North Carolina
Colorado Mountain College
Grande Prairie Regional College, Alberta

Connecting with the Community

through "Strategic Conversations"



The process designed by the Maricopa County Community College District Governing Board to promote a linkage and encourage communication between our internal and external communities is named "strategic conversation."

The strategic conversation was developed to replace study sessions, which were meetings held in addition to regular board business meetings. Study sessions were held to provide information about topics which would be coming before the board for formal action or were just informational meetings to attempt to keep the board aware of the many activities taking place at our colleges and the district office. Despite frequent attempts to improve the meetings, they were most often just plain dull. Sometimes reports were literally read to us.

Maricopa has been immersed in the quality movement for some time. Then, through ACCT meetings, the board became aware of the Policy Governance model of board leadership, which stresses the need for boards to communicate with their many communities. Together, these two forces gave impetus to what we now call, "strategic conversations."

The strategic conversation format is an informal, but well-planned and structured meeting, in which everyone is encouraged to participate. Up front, we declare no action will be taken that evening.

Conversation topics are selected by the governing board through a solicitation of ideas via e-mail. The strategic issues associated with topics such as diversity and leadership styles are then calendared, with a resource team leader appointed. A team is formed with cross-functional representation, and the issue is "fleshed out" by the team. The team then prepares the background paper which serves as a foundation for the discussion and is distributed in advance of the meeting. At the time of the conversation, members of the team review the ground rules (have fun, no in the room, everyone participates. no one dominates), b review the material, facilitate the conversation, and record important points for the record. The meeting is conducted u quality tools (brain storming, driving and restraining forces, e which everyone participates in either large or small group acti or both. A feedback form and a plus/delta evaluation tool are to help us continue to improve our conversations.

As a result of the strategic conversations, we have deve a new vision, mission, goals, and values statements. New sity and financial planning policies have been adopted, as w other specific benefits in the realization that the organizati learning how to learn together. It has become a comfor evening with good participation from both our internal and specially invited external community members. Students are encouraged to attend. Our chancellor, Paul Elsner, is an en astic participant, although he is keenly aware of the down such as a loss of hierarchy. Some in our organization are no comfortable with this process, but we are all learning tog which makes this an exciting place to be.

We are now in the process of designing a method of ho more than one strategic conversation each month in the ho including more voices. We have had some conversations at a our college campuses and need to do more as time permits. W determined to continually improve our processes, and stra conversations have given us a very visible opportunity to do so.

— Linda Rosenthal
Board Chair
Maricopa County Community College District
Phoenix, Arizona

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Eight Colleges Implement Policy Governance

by Cindra J. Smith

John Carver's Policy Governance model of board leadership has been actively promoted by the Association of Community College Trustees since Carver spoke at the 1993 ACCT Annual Convention. Since that time, at every ACCT regional seminar and convention, colleges have shared their experiences in implementing the model.

It is not clear how many districts are currently experimenting with the model. A survey conducted in February 1996 by the League for Innovation, of institutions in the Alliance for Community College Innovation, found that 114 colleges (30 percent of 382 respondents) were using at least some elements of Policy Governance, with 14 of them using all elements of the model.

This article is a summary of the presentations made by colleges about Policy Governance at the October 1995 ACCT Annual Convention in Seattle, Washington. It also contains references to Dallas County Community College District and its implementation of Ends and Limitations policies. The colleges represented in the ACCT presentations were:

- Howard Community College, Maryland
- Central Oregon Community College
- Maricopa County Community College District, Arizona
- Butler County and Westmoreland County Community College, Pennsylvania
- Eastern Iowa Community College
- Colorado Mountain College

After initial training in Policy Governance, some colleges have varied the regular implementation sequence. Some, such as Dallas, have stressed the Ends policies and how they can be measured. Others, such as Maricopa and Colorado Mountain College, started with the "linkage with ownership" and developed strategies to discuss with community groups where the college should be going. Following are highlights of what colleges are doing in these two areas.

Cindra J. Smith is convention coordinator for the Community College League of California. This article was first prepared as a report for the Dallas County Community College District Chancellor's cabinet in Fall 1995, when she was working as an administrative intern at the district.

Linkage with the Community

Carver lists "linkage with the ownership" as one of three job responsibilities of trustees (the other two are making policy and assuring executive performance). Colorado Mountain College and Maricopa County Community College District reported comprehensive processes to engage the community in discussions of what the goals of the college should be.

The Colorado Mountain College Board held workshops throughout its large geographical area to develop each of its four policy areas. The board identified an area for policy development and then initiated community workshops on that topic. The board invited other boards and groups to participate in the workshops, depending on the issue. For instance, the local school board met with the Colorado Mountain College Board when the issue was diversity. Community college faculty and four-year college representatives met with the board to discuss what students should know when they transfer. End policies have been developed based on the discussions, and the discussions have led to other collaborative efforts as well.

The Maricopa district sponsored "strategic conversations" every month, designed to enable the board to understand the major issues facing the colleges and the community. These replaced monthly board information work sessions. The conversations are informal, and those involved participate on an equal basis. Topics are identified by the board, and staff prepare brief background papers and make brief presentations at the beginning of the conversation. The discussions are facilitated by experts and incorporate structured exercises designed to include all participants. The products of the conversations are used by the board in their continued development of Ends policies.

Ends Policies

As part of the ACCT presentations, Central Oregon, Colorado Mountain, and Eastern Iowa provided examples of their Ends policies and how they are measured. Examples of the Dallas goals and indicators are also included below. Many of the colleges described their Ends policies as "goals" in their publications.

- Central Oregon has eight goal areas with two to six "achievement expectations" listed underneath each goal.
- Colorado Mountain College has four mission goals, each of which was developed after extensive discussions in public workshops throughout their region during the past year. The board planned to adopt the goals and related Ends policy statements in October 1995, and then the board and staff together developed a comprehensive monitoring process.
- Dallas has adopted seven goals with two or three indicators of effectiveness for each goal. Progress toward one of the goals is reported to the board every other month.
- Eastern Iowa has ten goals with two effectiveness indicators each.

At the time of the convention (October 1995), Central Oregon's Ends policies were unique among those presented. They were written in the normal Policy Governance Ends language, from an external (customer) rather than internal perspective, and clearly state the value that Central Oregon Community College adds to the area of central Oregon. Central Oregon's policies state what the board intends the community to look like because of the services of the college. For example, the first Ends statement reads:

"Because of Central Oregon Community College, the community will have an employable adult population with the work force skills necessary for employment at a family-wage level."

The statement is further defined by more specific goal statements.

Other colleges' policies which were intended to be Ends policies, but are not true Ends policies,* generally reflect an activity-oriented perspective rather than outcomes-oriented, in that they state that the colleges "provide opportunities for...," "assist students to...," and "maintain quality programs in...," etc. The policies generally reflect the traditional mission areas of community colleges, such as access, transfer, basic skills, and vocational education. Examples include:

- Colorado Mountain College will join with diverse communities, business/industry, schools, and government to build strong communities in our region and our world.
- The Dallas County Community College District will assist students in obtaining the freshman and sophomore-level knowledge, skill, and services needed to succeed in earning a baccalaureate degree.
- The Eastern Iowa Community College District provides lifelong learning opportunities to meet the academic, economic, cultural, and social needs of the community.

All of the presenters alluded to monitoring goal achievement as an evolutionary process. They felt that while they were experimenting with and approximating good measurement practices, no one had succeeded in developing a full-blown, comprehensive monitoring system. They were practicing Carver's maxim that "a crude measure of the right thing beats a precise measure of the wrong thing."

Many of the colleges had institutional effectiveness measurement processes in place prior to developing their Ends policies. Goals which had been established as part of institutional effectiveness efforts provided the basis for many of the Ends policy statements. However, adopting the Carver model tended to drastically reduce the number of ends and indicators that the board wished to monitor — it appeared to force boards to identify the most important goals. For instance, Howard Community College now has 12 core indicators, six of which are "common" indicators and focus on student outcomes, and six of which are "unique" and address goals which could change over time. The 12 indicators were selected from the 66 indicators they had been measuring "pre-Carver."

Howard Community College's monitoring process was perhaps the most comprehensive of those represented, and Howard's president, Dwight Burrill, noted they have a long tradition of tying together strategic planning and outcomes measurement. For instance, a core indicator for transfer success has tracked the transfer GPA of students for the past five years, comparing Howard's transfer students with the statewide average. The core indicators also frame a comprehensive internal program of measuring student outcomes in specific disciplines.

Other Results of Adopting the Model

Meeting Agendas:

Almost all presenters stated that their meeting agendas have changed. Required approvals are subsumed under a consent agenda, and trustees spend more of their time talking about ends and "real" issues. They noted that their discussions have become much richer in content. Facilitated workshops or discussions with faculty, administrators, and

**Editor's note: Ends policies include what benefit, for whom, at what cost or priority (outcomes not activities).*

external groups have replaced some of the business portions of meetings.

Board members have much more influence over what items are placed on the agenda. Presenters from two districts stated they have a time at the end of each meeting where trustees can request items for the next agenda.

Trust and Commitment:

Trust between the board and the CEO is useful. Board members must be committed to some of the basic premises of good boardsmanship, such as the idea that only the board as a unit governs the institution. The board must be willing in a responsible manner to delegate operational matters to the administration. [With monitoring of Means and Ends, blind trust is not needed, and therefore, with Policy Governance trust tends to flourish.]

Time:

Those boards which engaged in extensive discussion and development of Ends policies emphasized how much time must be dedicated to reading, reviewing background papers and research, thinking deeply about issues, doing one's "homework", and being involved in community liaison work.

Legal Mandates:

Carver's model has the board delegate to the CEO many of the board's mandates, such as approving or monitoring personnel, budgets, contracts, etc. Not directly focusing on all legal mandates appears to be a difficult aspect of the model for some trustees at first. Policy Governance trustees made the following suggestions:

- Ask legal counsel and auditors to participate in policy development or to review all board policies and procedure to ensure that the boards meet their legal responsibilities.
- Put all mandated approvals not related to Ends or other board areas in a consent agenda.
- Adopt resolutions which legally delegate mandated tasks to the CEO. [This is done in Policy Governance policies.]
- Recognize that the mandates are fulfilled through the policies, including the monitoring processes, and ensure that those policies and processes are satisfactory to board members.
- Recognize that liability and legal problems can occur no matter what governance model is used. For instance, approving every check is no more likely to prevent embezzlement, fraud, or gross incompetence than ensuring that there are regular audits and monitoring the Ends and Limitation policies that are related to the budget.

Making the Change:

Many trustees noted the difficulty of making the change from one operating mode to the other, not only from their own point of view, but from the perspective of the public, faculty, and administrators. Therefore, they noted that changing the way the board does business can tend to be evolutionary, even though Carver states that the best way of adopting Policy Governance is an all or nothing switch.

Colorado Mountain College presenters noted their board agendas almost automatically changed as they began discussing ends. Change was a natural outcome from the shift in the level of their discussions. Most of the presenters noted the need for continual self-discipline by trustees and administrators to focus on ends rather than the day-to-day operations.

Confusing Ends with Means:

Focusing on ends and creating the future may be the most difficult part of the Policy Governance process and requires a profound shift in thinking on the part of college administrators as well as trustees. Most boards and administrators are accustomed to discussing activities and what is being done, rather than what is being accomplished. It is a difficult habit to break.

Limitations Policies:

A number of CEOs and trustees have a problem with the concept of "limitations policies," since Carver states they should be written in the negative. In fact, some colleges, such as Howard, have written some limits as positive statements. One suggestion was to use the concept of parameters instead of limitations to assist the board in transiting to a new mode of defining means. [The use of negative language in the policy section Executive Limitations (also called Executive Boundaries) keeps a board from dictating staff Means, that is, micromanaging.]

Connection with CQI and Institutional Effectiveness:

The Carver model appears to be very compatible with quality and institutional effectiveness approaches. Most of the presentations on Policy Governance allude to related and parallel efforts in quality and effectiveness. Colleges which have a culture of establishing goals and outcomes measures and of evaluating their accomplishments may be more likely to be comfortable with the Policy Governance model.

Summary

The benefits of Policy Governance are easily worth the efforts of implementation. There can be a number of different approaches and "beginning points" for integrating Carver's Policy Governance model into the culture and work of community college boards. Two major strategies reported at the ACCT convention are: 1) developing processes to "link with the ownership" and discuss college goals with the community, and 2) building on the goals and outcomes already in place to develop "ends" policies. Board members and staff greatly enjoy the new clarity of roles. Trustees, CEOs, and other college leaders become a team, collaborating on establishing goals and linking with the community. ■

Exploring Board/CEO Roles in Today's World

by Ann Garten

Community college leaders from throughout the nation gathered in March to discuss issues and challenges facing our community colleges in today's world. Throughout the discussion and idea sharing, several common themes — which impact all community colleges, whether large or small, urban or rural, single or multi-campus—surfaced.

Discussions focused on the distinctions between governing and administering, the move toward increased accountability, the value of good customer service, and creating an environment which fosters creativity and innovation.

The "National Forum on Urban Community College Issues," hosted by the Los Angeles Community College District, and facilitated by ACCT, brought together community college CEOs and other national leaders to identify issues and challenges faced by community colleges today.

Participants included facilitator Alfred Fernandez, interim president of College of the Sequoias and a CEO Search Consultant with ACCT; David Mertes, chancellor of the California Community Colleges; David Pierce, president of AACC; Ray Taylor, president of ACCT; David Viar, executive director of the Community College League of California; Del Anderson, chancellor of the City College of San Francisco; Paul Elsner, chancellor of Maricopa County Community College District; Badi Foster, president of Transport America; Daniel Moriarty, president of Portland Community College; Joyce Tsunoda, chancellor of Community Colleges of Hawaii; George Boggs, superintendent/president of Palomar College; Charles Green, former chancellor of the Houston Community College System; William Segura, president of Austin Community College; and Ronald Temple, chancellor of the City Colleges of Chicago.

Discussions focused on the distinctions between governing and administering, the move toward increased accountability, the value of good customer service, and creating an environment which fosters creativity and innovation.

Panelists shared insights with the Los Angeles Community College District Board and members of the district's chancellor search committee. The intent for this first-ever forum, was to not only establish a vivid frame of reference for the board and search committee members to utilize in selecting a chancellor, but also to provide a mechanism for the panel members to share valuable information with community college leaders across the country.

Focusing on the distinctions between the function of boards and the role of the CEO, numerous challenges and opportunities were discussed during one weekend at Mission College, one of nine colleges in the Los Angeles District. The forum gave board members and committee representatives opportunities throughout the presentation to ask questions and participate in open dialogue.

Taylor spoke about the need for the board and CEO to work as a team. "The role of the board is to set the vision for the institution, or determine where we're going," said Taylor. "The CEO establishes how we'll get there and the faculty is the mechanism we use to get where we're going."

"The board sets the boundaries for the achievements we want to attain," commented Elsner. "The CEO and staff determine how to achieve those goals."

"The board's role is to set the benchmarks, or time lines, for achieving outcomes for the institution. Then they must let the CEO and staff do the work

Ann Garten is director of public affairs for Coast Community College District in Costa Mesa, California

necessary to reach those outcomes," said Vitt.

"Boards are elected or appointed to set policy and goals," said Green. "The board and CEO together should do the strategic planning, and then support the CEO in doing the job."

Mertes noted the trend and increasing focus toward accountability by both federal and state elected officials, as well as the public at large. "Funding continues to be increasingly tied to outcomes instead of the number of students we enroll," he said. "Government and industry are taking a more active role in working with us to establish standards for the programs we offer," he added.

"We must recognize what our business is and stick to it," commented Moriarty. "To do this effectively means we must be innovative, flexible, responsive, and focused."

Pierce noted that President Clinton has visited more community colleges during his tenure than all other U.S. presidents combined. When focus group members were asked to comment on their image of community colleges on a national level, it was apparent that most people identify with their individual community college, and not community colleges as a whole.

"Community colleges are emerging more than ever today as a critical part of solving local community problems," Pierce said. "Surveys reveal that community colleges are viewed as the most important institution impacting our workforce, economy, and people's lives," he added.

"The board and CEO must work as a team, sending the same message to our external audiences as we send to our internal constituencies," said Tsunoda.

"It is important for everyone to look at each situation through more than one lens," noted Anderson, "rather than each constituency only viewing issues through their specific lens."

"The board must work in a spirit of cooperation and harmony with each other and with the CEO," stated Boggs. "The effectiveness of the board depends on the effectiveness of the CEO and vice versa," he added.

Taylor spoke about the need for the board and CEO to work as a team. "The role of the board is to set the vision for the institution, or determine where we're going. The CEO establishes how we'll get there and the faculty is the mechanism we use to get where we're going."

Not to forget the students, participants addressed the importance of good customer service. Proprietary schools continue to work to be more competitive with community colleges in the services they offer. Other private enterprises are offering training programs for business and industry, as well as ESL and basic skills courses.

"An effective community college should begin and end with the student," noted Foster. "We need our customers, they don't need us."

"Decisions should be made based on how they will impact students," commented Temple. "Our primary mission is to affect the quality of life of our students."

"Maintaining customer loyalty is essential if we are to thrive," noted Segura.

Although the distinctions between governing and administering; the move toward increased accountability; the value of good customer service; and creating an environment which fosters creativity and innovation were frequently discussed throughout the forum, other ideas and challenges also emerged. Some of these include: the diverse skill levels our students have in the areas of technical and basic skills; the increased need to develop partnerships with business and industry; and the need to adapt to new learning styles and new ways of teaching.

In the end, everyone present agreed that similar forums should be emulated at community colleges throughout the country. "Forums like this can benefit community college leaders across the nation," said Lindsay Conner, a member of the Los Angeles Board of Trustees. ■

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A Bottom Line for Education?

BY D. WAYNE GREEN

Ask anyone what the term "bottom line" means, and they will probably respond that it refers to the profit/loss or net income on a financial statement. Indeed, it usually does. In the business world, reference to the bottom line means that if the business is losing money, it will soon go out of business, and it doesn't matter how well the customers were treated or how high the quality of the product.

There are times in ordinary conversation, however, when "bottom line" is used in a context with no financial implications at all. For example, "The bottom line is that the experimental result differed from the predicted result." The statement is really saying that it makes no difference how logical or plausible the theory is which led to the predicted result; if the predicted result differs from the experimental result, the theory is wrong. It would appear from this example that "bottom line" may have multiple meanings. Actually, there is only one meaning illustrated here; the bottom line always refers to the one factor which defines success, the one by which the impact of all other factors is evaluated.

In light of this view of the bottom line, it is interesting to consider the case of the not-for-profit institution. Clearly, the intent is to make clear that profit/loss is not the bottom line. There must be some other measure of success; some other operating bottom line. For medicine, the bottom line was always whether or not the patient got better, or at least did not get worse. Cost, while important, was understood to be a secondary consideration.

Recently, the situation in medicine has changed. It is no longer a foregone conclusion that keeping the patient alive is the desired course of action in all instances, nor that the best treatment is necessarily the one to choose regardless of cost. It would appear, in fact, that medicine may well be losing its bottom line, and the result is a lot of confusion with regard to decisions.

Turning to education, the situation is particularly interesting. At first glance, it would seem obvious that the bottom line for education ought to be how much the student learned; what the student could do after completing the educational program that the student could not do before (that is, something of a value-added concept).

Such is not the case, however. For whatever reason, and there are many, the evaluation of educational programs and of schools in general have all but ignored the student. Rather, the concern has been for the physical facilities, the credentials of the faculty, the curriculum being used, the instructional methods employed, and in the case of higher education, the admission standards and selection process in place. It is almost as if the education enterprise has been operating on the assumption that if the education programs were conducted properly with appropriate facilities, the product (the student) would inevitably turn out to be satisfactory.

Since the whole operation is being conducted with little reference to the success of the student, it could be said that the educational enterprise has been operating without a bottom line.

Wayne Green is a trustee of Carl Sandburg College, and president of the Illinois Community College Trustees Association (ICCTA).

While the educational community may have been ignoring the performance of the student, the public has not. Since the early 1980s, there has been increasing concern on the part of the public that the student being turned out by the K-12 public schools (as well as higher education) was, and is, inadequately prepared for the increasingly technical demands of current jobs.

As a consequence, there is now an ongoing reform movement which is unusual in that it is being driven by pressure from the public, rather than from the educational community. Furthermore, the measure of success of the education program, as understood by the public, must be directly related to the performance of the student, and that success is to be achieved at little or no increase in cost.

This is a transition which is far more than simply learning a new way of doing things. It is a different way of thinking about all aspects of the educational enterprise. It is a paradigm shift, and it will not be accomplished easily even under the best of circumstances.

To their credit, the accreditation agencies, such as the North Central Association, have brought their influence to bear in the process by insisting that schools have in place an assessment program to measure student outcomes. As a first step, this is essential. If it is not possible to measure that which has been defined as success, then it is not possible to tell when improvements have taken place.

Trustees for community colleges have a vital role to play in this transition. As elected [or appointed] community representatives responsible for governance of their institutions, they must represent the public's concern for an outcome-based approach (accountability) and bring pressure to move the process along without mandating or even suggesting how it should or might be done.

Trustees must recognize that the mechanics of the transition have to come from the faculty, and that paradigm shifts require considerable time to take place.

Trustees must recognize that the mechanics of the transition have to come from the faculty, and that paradigm shifts require considerable time to take place. Attempts to force the process too hard will prove to be counterproductive because they will inhibit the development work which must take place if the paradigm shift is to occur. To reiterate, paradigm shifts are large-scale changes in the way we think, not just the acquisition of new skills.

Trustees must also guard against the imposition of a financial bottom line. There are many elements in the public sector that feel that schools are a business and should be run like a business. This sort of argument has a strong appeal for the struggling taxpayer, and trustees have the primary responsibility for providing the counter arguments since the rest of the academic community will be viewed as self-serving when they attempt to argue against the propositions.

Adopting more economical procedures can be justified only if there is not a corresponding deterioration in what the student learns. But that decision can't be made unless what the student has learned can be measured effectively, which is the reason the assessment program is so important.

Transitions of this magnitude always produce chaos and confusion, seemingly without end. In such circumstances, it is imperative that attention be focused on the ends to be achieved, i.e., the development of an appropriate bottom line. As indicated before, the bottom line is always the single factor that best represents or defines success, and our definition of success is a major part of the definition of who we are. The road to achieving the appropriate bottom line will be long, rocky, and frustrating, but there is hardly anything more important for trustees to be about.

Let us get on with it. ■

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CALENDAR

Trustee Education Opportunities June–August 1996

June

May 30–June 1
ACCT Pacific/Western/Central Region Seminar
Phoenix, Arizona

6–8
ACCT Southern/Northeast Region Seminar in conjunction with NCACCT Annual Meeting
Greensboro, North Carolina

6–8
Advanced Education Council of British Columbia

13–15
Illinois Community College Trustees Association Annual Convention
Springfield, Illinois

26
Maryland Association of Community Colleges
Annapolis, Maryland

July

10–13
Association of Texas Community Colleges Annual Summer Conference
San Antonio, Texas

18–20
Michigan Community College Association
Traverse City, Michigan

19–20
Wisconsin Technical College District Boards Association Summer Meeting
Appleton, Wisconsin

August

8–10
Iowa Association of Community College Trustees Annual Conference
Council Bluffs, Iowa

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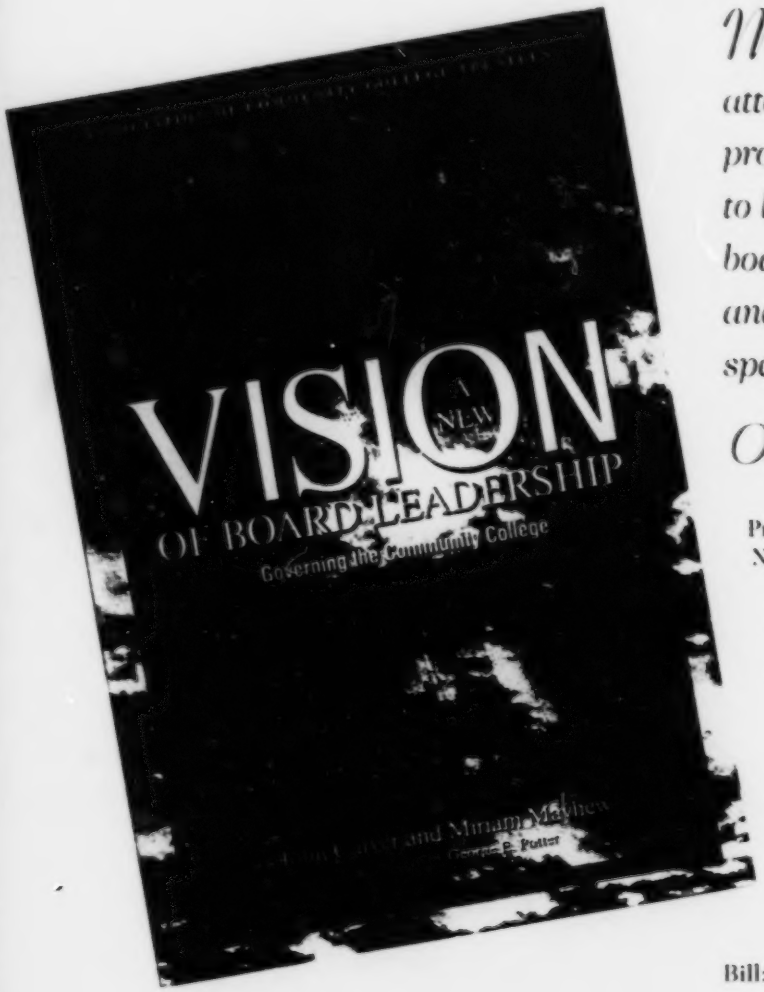

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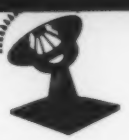

Trustees and Emerging Technologies: Helping to Lighten the Load

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Opinions expressed are those of the authors and not necessarily those of ACCT.

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ISSUE 2, 1996

TRUSTEE QUARTERLY

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Trustees and Emerging Technologies: Helping to Lighten the Load

Currently emerging technology promises to take trustee communications to an entirely new level of efficiency, saving board members one of their most valuable resources — their time.

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Reshaping the Future of Community Colleges Corporate Change, Technological Tidal Waves, and Webby Worldviews

The world is a different and, in most aspects, more difficult place for all of higher education. Nothing yet computes, however, to what higher education will likely face in the coming decade or two. The technological revolution will combine with continuing economic pressures to change in significant and structural ways what we do and how we do it — or we will be left behind.

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FEATURE

Trustees and Emerging Technologies:
Helping to Lighten the Load

Rapidly developing information technology has the potential to lighten the load of governing a community college.

Technology introduced in just the last 20 years (the Xerox machine, word processing systems), plus overnight delivery service, has transformed how offices conduct business and how agendas, backup materials, reports, and minutes are prepared for board meetings. The fax machine, a more recent and welcome addition to most offices and colleges, has added even more speed to the process. But currently emerging technology promises to take trustee communications to an entirely new level of efficiency, saving board members one of their most valuable resources — their time.

Personal computers (PCs) in homes, schools, and offices, connected to the Information Superhighway with e-mail and the wonders of the World Wide Web, allow people to communicate quickly and efficiently, changing their daily lives in as

R. Spencer Pedersen, a senior at Emerson College in Boston, contributed to this article. He is helping ACCT get on to the Information Superhighway during his summer internship at the ACCT office.

dramatic a fashion as the invention of the automobile and the national highway system.

Imagine turning on your home computer, portable "laptop" computer, or in the near future, your TV set, and in a few minutes receiving and replying to messages about board activities and responsibilities such as: notice of meetings, change in schedules, agendas, or even breaking news about events on campus. Backup materials, draft policies, reports, and other information could be attached for later reading, on the screen or printed out. There would be no need for "phone tag" or waiting for the mail to arrive (or not arrive).

For trustees in large multi-campus or statewide systems, imagine driving five or ten minutes to your nearest campus and meeting with the rest of your board by videoconference. Imagine sharpening boardsmanship skills and enhancing your trustee education right at home with a live TV broadcast from the ACCT Annual Convention or with materials from the ACCT Web Site.

In the last few years, most community college boards have learned a great deal about emerging technology as they developed policies and budgeted for its implementation on their campuses.

A few local and statewide boards are beginning to use their colleges' technology in board operations. They are finding that information is traded faster, trustees are saving valuable time, and mailing, printing, and sometimes travel costs are reduced. The use of new technology facilitates communication, providing time to focus on the important issues.

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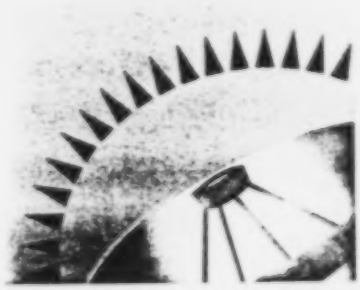


Local Boards

Local governing boards are beginning to utilize new technologies to facilitate communication. A few boards are using e-mail and are finding it a terrific time-saver. Fax machines have proved to be practical for some boards. Videoconferencing is even starting to be used by boards covering large geographic areas.

The Grand Prairie Regional College board is keeping its members up to speed with technological communication. Located in northern Alberta, Canada, Grand Prairie's 20 campuses are spread over an area that would normally be considered a small state. This distance requires a use of technology not seen in many other board operations.

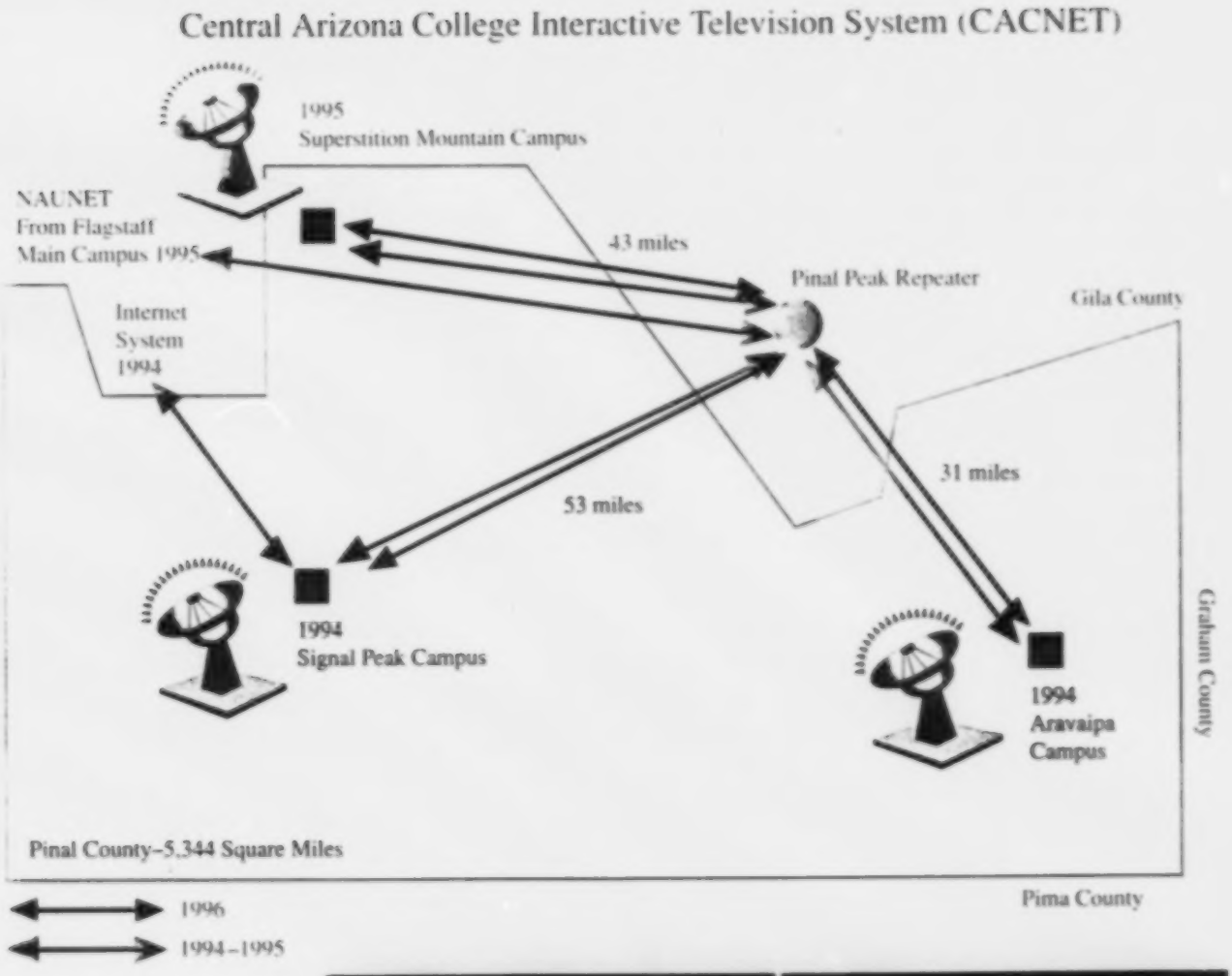
According to Gordon Gilgan, CEO, one thing that has been done is to provide each board member with a fax machine, exclusively for keeping in contact, outlining meetings, and transmitting documents. The college also has videoconferencing sites, one at each campus. Board members can go to their nearest campus and conduct an interactive video meeting. One advance, the Internet, is not yet available to the Grande Prairie board, but according to Gilgan, there are hopes that everyone will be wired in the near future.

The board of Central Arizona College is making use of the latest technology. After initiating and succeeding in efforts to bring the Internet to their campuses, the board is in the process of bringing it to their members. The Internet is not, however, their first experience with new communication technologies.

The driving time between the three Central Arizona campuses is a good two to three hours, not unlike their Canadian counterparts mentioned above. This is where the Interactive Learning Centers come into play. According to John J. Klein, president of Central Arizona, these Learning Centers are located on each campus. The trustees can go to the nearest campus and participate in a board meeting conducted by interactive videoconference. Klein says that the trustees have met this way during the past year, the first utilizing the equipment, and really seem to enjoy the convenience. For those who cannot get to one of the Learning Centers, whether they are out of town on business or their busy schedules will not allow it, audioconferencing is available.

According to Klein, the test year has been very successful. Local superintendents and school officials have even participated in the meetings.

"Presently the board uses the distance learning system (CACNET 1) only in August and January, due to the demand for instructional classroom usage. A second distance learning system (CACNET 2) will be in operation in the fall. The board



The board of Central Arizona College holds a meeting by videoconference. Pictured in the Distance Learning Room at the Signal Peak Campus are (front row, left to right): Rita Nadel, board member; Lucile Rock, vice president of educational programs and services; Gladys Christensen, board member; and Joseph Howard, board member. College staff and school superintendents are in the audience. Dorothy Fulton, board president, and John Klein, college president, attended the meeting at the Superstition Mountain Campus. Gloria Guzman, board member, and Dennis Jenkins, vice president of finance and administrative services, attended at the Aravaipa Campus.

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will then have greater access and at least 50 percent to 70 percent of their meetings can be on the system," says Klein.

But that is not all they are doing. In another aspect of the pilot program, the board has given the board president, Dorothy Fulton, a computer and a fax machine. Each member is asked to have a fax machine, whether in their office or in their home. However, the other board members have not been provided with computers. Yet.

"It has really speeded things up with the board agenda," says Klein. Fulton's computer is equipped with a modem and software that enables her to dial into her local campus' computer network. With it, she and Klein can exchange e-mail and other data, speeding along activities that would have otherwise taken days. "It used to take two days for a courier to deliver messages and documents to and from her house," says Klein of the distance from his office to Fulton's home. Klein believes the test has been successful, and plans to provide all of the trustees with computers in the future.

State Boards

State governing boards, with members spread throughout the state, will benefit greatly when their systems are equipped to offer them interactive videoconferencing. As each of a state's community colleges breaks ground and builds a distance learning facility, as is happening in Virginia, the state board comes closer to having this time-saving technology.

One state governing board that is making efficiency and effectiveness through technology its priority, is the Colorado State Board for Community Colleges and Occupational Education. Led by Jerome Wartgow, president, the board has made technology a priority not just for the schools they govern, but for themselves as well.

Wartgow does most of his business on-line. Working from his PC, he collects e-mail in the morning, responds, then gets on with the rest of his day. Wartgow tries to eliminate all paper mail from his office. E-mail is the best way to communicate with him.

Most of the trustees on the board, about two-thirds, have e-mail. There are plans to also equip the last third.

Like Grand Prairie and Central Arizona, videoconferencing is being utilized by the Colorado State Board. Each college has a videoconferencing center. The board holds committee meetings, prospective trustee interviews, and meetings with presidents in videoconference. The trustees really appreciate the fact that they do not have to drive long distances and stay in hotels, just to meet face-to-face. Much board business can be conducted effectively over the airwaves, saving time and money.

Videoconferencing is being utilized by the Colorado State Board. Each college has a videoconferencing center. The board holds committee meetings, prospective trustee interviews, and meetings with presidents in videoconference.

And the board has even gotten into newer technologies to promote its agenda for the colleges. To drum up support for a multi-million dollar video production facility and other initiatives to bring technology education to their students, the board produced a CD-ROM. The disk is fully interactive and details the board's intended goals.

State Associations

State community college and trustee associations are another group who are starting to benefit from the use of new technology. Their members can include dozens of governing boards and hundreds of trustees. They also have boards of directors whose members are spread across their states.

Some associations are offering access to videoconferencing. State associations are also making plans to use e-mail as more of their members gain the capability to use it. The North Carolina Association of Community College Trustees (NCACCT) has just announced its e-mail connection, one of the first. Most associations are starting to collect e-mail addresses of their members anticipating future use.

North Carolina is also offering training to new trustees with video, and they are planning to create a library of videotaped material for use by future new trustees.

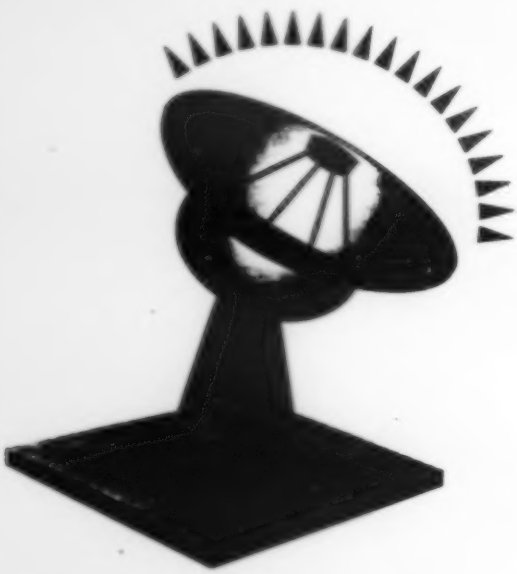
According to Kim Villanueva, head of public information, the Illinois Community College Trustees Association (ICCTA), has a listing of e-mail addresses and fax numbers. Legislative updates are faxed to members, but they can also receive information on a "Fax on Demand" dial-up telephone system. A trustee can call a computer voice-mail tree and punch in the correct number sequence to order information, which will then be faxed to his or her machine. In addition, ICCTA hopes to utilize more communication technology in the future.

ACCT

ACCT is also taking steps to enhance service to members through the use of new technology. The ACCT headquarters has recently been wired for a PC-based computer network, to replace ACCT's "mainframe" system, and plans are underway for new hardware and software. Inquiries from members, other higher education associations, and government officials, supported by findings of recent focus groups and a survey of the membership, reinforced the ACCT Board's vision of moving toward new methods of communicating information quickly and efficiently. ACCT has also found that it needs help in implementing these changes.

Currently, the Association mails thousands of publications to members each month, and relies heavily on the fax machine, as well as Federal Express and other courier services, to get documents to members as quickly as possible. Although the ACCT computer system does have a few modem connections to information sources, such as the *Congressional Quarterly*, there is no external e-mail capability at present. Soon, external e-mail will be available at each desk. Until then, the telephone will be the primary communication tool for the staff. In the not-so-distant future, ACCT will be able to gather, access, and transmit vital information to and from the membership, to facilitate communication, to streamline operations, and to help focus the majority of their efforts on governance issues.

Available and utilized by almost every member of the staff, ACCT does have one free-standing PC with a complete library of software, which enables the staff to produce publications, such as the *Legislative Update*, and access the Internet. Trustees can e-mail ACCT (ACCT@erols.com) through a temporary Internet dial-up account. This account, through a local Internet service provider, gives the staff a window to the World Wide Web and the world of information that it can provide.



As ACCT plans for the future use of the latest technology, what are some of the new services members can expect?

Many members have inquired about the address of the ACCT site on the World Wide Web. The ACCT Web site is in development. At first, it is anticipated that the site will provide, on-line, all of the information that is available to members on paper (except for books), plus federal updates and other time-sensitive material not currently disseminated to all of the membership. Publications covered by dues will not be available to non-members, because those areas of the site will be password protected.

In the future, the system will allow a member to press a button on the page and receive by e-mail a customized report, with information selected for that individual member. A demonstration of the new ACCT Web Site will be held at the 1996 Annual Convention in Miami Beach in October.

ACCT's forays into the world of technology will not stop there. Some day ACCT hopes to add video and audio to the Web site. Since that is not feasible in the immediate future, other forms of transmission must be utilized. This is where offering trustee education through teleconferences comes in to play.

A plan for pilot interactive trustee education sessions offered by teleconference, involving both the studio audience and the audience at community college downlink sites across the country, is being developed. The teleconference can be taped for later broadcast over cable TV by the colleges or for viewing in a group or individually on a VCR. A live TV broadcast from the ACCT Annual Convention is also in the planning stage.

Conclusion

Trustees are beginning to use communications technology on the local, state, and national levels. Boards and associations have done some amazing things with technology to facilitate the dissemination of information to their members, while others are making plans or just getting started. As more and more campuses establish distance learning facilities, as personal computers and network software become more reasonable, as more trustees use computers for work and for pleasure, using high technology for board operations will become routine, freeing trustees for the business of governing. ■

FEATURE

Reshaping the Future of Community Colleges

Corporate Change, Technological Tidal Waves, and Webby Worldviews

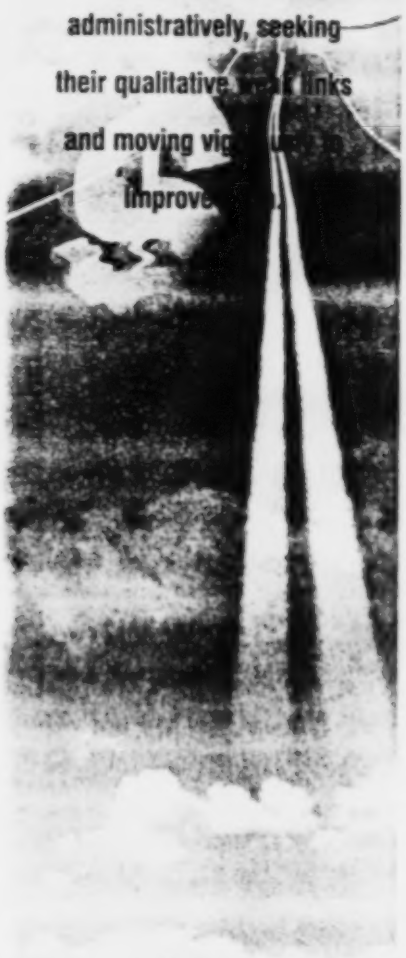
by Elaine H. Hairston

Today, the stresses on higher education are greater, the stakes are higher, and the likelihood of maintaining the status quo is low indeed. We have heard complaints about rising costs and our inefficiencies. The improving economy has resulted in some repairs, but for the most part, higher education's place on the public agenda has slipped as concerns about schools, crime, and health care have risen.

At the same time, educating the nation and developing its human

Elaine H. Hairston is chancellor of the Ohio Board of Regents, the state's planning and coordinating board for higher education. This article is taken from her keynote address at the ACCT Pacific/ Western/Central Region Seminar, May 30, 1996, Phoenix, Arizona.

What lessons are there for higher education in the nature of corporate change? A primary one is that colleges and universities need to analyze the processes that underlie what they do, both academically and administratively, seeking their qualitative [illegible] links and moving vig[illegible] improve[illegible]



resources is becoming ever more vital to the nation's success. Peter Drucker articulated this eloquently in 1994 in *Atlantic Monthly* when he described "The Age of Social Transformation" in which knowledge equals wealth and strength. Having a college degree is no longer a luxury; it is a necessity — but a necessity that is harder by the day for students, parents, donors, and government to afford. Not only is the necessity of a college education increasingly evident, but also the need for the training and retraining of the workforce, as we deal with increasingly sophisticated technologies and work arrangements that call for a high level of communication and analytical problem solving. Nowhere is this more evident than on community college campuses which we are dependent upon to provide the educational competitive edge to businesses in convenient, low cost, accessible ways.

As many higher education costs continue to exceed the inflation rate, they attract the deep concern of a public calling for containment and demanding, at the same time, high quality services.

Political leaders are not unaware of these issues. Under significant pressure from all other quarters, they respond by pressing for more effectiveness and efficiency from campuses. They seek additional productivity by focusing on faculty workload, administrative staffing, program duplication, and the introduction of performance standards.

While pressures in higher education are not yet those faced by the private sector, they are real and will not yield easily. In the early 1990s, the report from the Ohio Board of Regents' Committee on "Managing for the Future," coupled with the board's own "Securing the Future" report, framed an agenda to prepare higher education for a positive future in this challenging context.

The Ohio General Assembly has gone further, legislatively calling for a range of actions for both two and four-year campuses. One of these efforts, performance based funding for two-year campuses, recently completed its pilot year. Funding of $1.5 million was distributed on the basis of performance of nine service expectations on each of Ohio's community and technical colleges and two-year regional campuses of universities.

The nine expectations call for a responsive range of educational services and programs, from the provision of technical and pre-baccalaureate education, to service to business and industry, developmental education services and greater linkages with high schools, and the existence of local governance structures so that the decisions for a community are made close to the heart of that community. Very importantly, it calls for fees to be as low as possible to ensure student affordability. This represents a conscious effort of Ohio to ensure that at least a minimal array of educational services and program would be available to every citizen in the state. It is also the first time that Ohio has so clearly outlined its expectations for these campuses, beyond the traditional provision of credit coursework. Next year, the funding grows.

Ohio is certainly not unique in its recent experience. The world is a different and, in most aspects, more difficult place for all of higher education. Nothing yet compares, however, to what higher education will likely face in the coming decade or two. The technological revolution will combine with continuing economic pressures to change in significant and structural ways what we do and how we do it — or we will be left behind.

In the summer and fall of 1995, I was asked by my board to take on a special assignment — to travel into the world of business and industry and learn from leaders outside academe how they are providing high quality, yet competitively priced services or products in a constrained resource environment.

I'd like to share some of my journey with you — I believe there are lessons for us all as we stimulate and shepherd the growth of community colleges into the next century.

In tight economic times, how do organizations maintain quality, yet deliver affordable products or services? In 1995, I asked this question of business leaders who have been where higher education is now, and of some educators who may be where we are headed. I met with corporate leaders, visited educational institutions experimenting with new ways to deliver instruction, and read organizational literature.

Many may argue that higher education is so different from the private sector that not much would transfer. Given the intensity of pressures on colleges and universities today, however, I believe that finding useful strategies from any source is important.

Corporate Change

During the 1980s and 1990s, many leading U.S. businesses underwent a metamorphosis. Sometimes triggered by growing global competition, sometimes by a weakened balance sheet caused by obsolete products or services, sometimes by prescient leaders who saw that the world was changing around them, these companies used a variety of strategies to re-create themselves and their operations. That re-creation continues daily. Business clearly recognizes that it functions within newer, much more competitive realities and firmly believes this will be its operating context for the future. Here are a few examples of how businesses are managing change.

The Timken Company

Company leaders emphasized that they acted when they recognized that the world and its expectations were changing and that the old formula for success did not work anymore. It was a problem of "waning competitiveness," which came sharply into focus when the overvalued dollar lowered import prices up to 30 percent on Japanese steel in the mid-1980s. This crisis was both a threat to the company, which manufactures steel products, and to the future of its employees. To meet it, company leaders made a commitment to substantial, not incremental change.

The leaders observed that objectives seeking 5 percent performance improvements generate tinkering solutions; whereas 40 percent objectives demand drastic rethinking.

In their view, real change is not just downsizing. In fact, this company, with generations of loyal employees, turned mostly to other methods — primarily the stripping out of the bad parts of bureaucracy. The focus was on changing the institution itself — not cost-cutting — which became the important by-product. What company leaders wanted was a stronger, more robust, but different enterprise. As president Joe Toot explained, they sought "renaissance cum revolution."

Timken set high expectations: 30 percent cost reduction, 30 percent improvement in customer service, and 30 percent improvement in quality. The company took 11 weeks to analyze its problems, and two years to implement change, engaging the workforce in generating ideas on how to meet their goals. Company leaders stressed measurement of performance, culture change and communication, use of cutting-edge technology, employee involvement and training, and research on best practices elsewhere. Total quality management ideas permeated their process: doing it right the first time, speed (bureaucracy is the opposite of speed in their view), de-layering the organization and empowering individual employees, shedding marginal activities, and consolidating and aligning based on priorities.

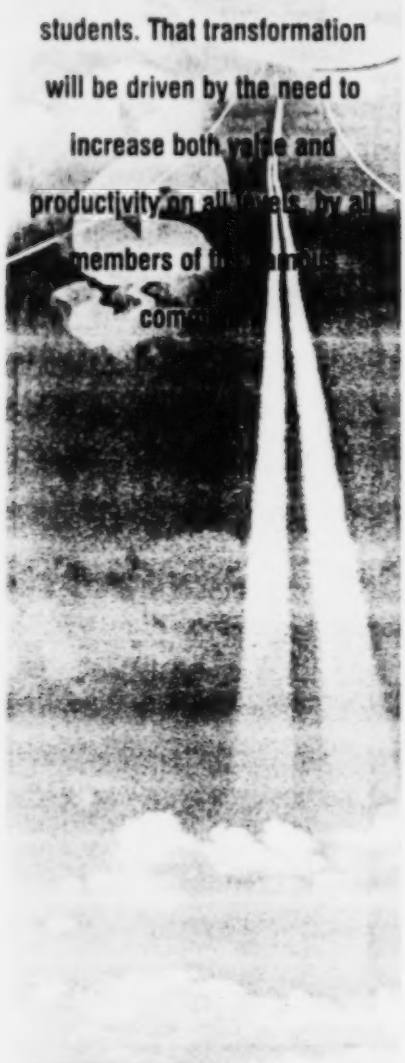
The results? A new Timken Company that today outperforms all competitors on market value, dividend flow, and price of security; 238 customer-recognition awards in 1994; growth in market share; and an organization that operates on continuous improvement.

B.F. Goodrich

In 1980, B.F. Goodrich, once one of the largest producers of tires in the world, began to recognize that it faced growing problems that could be fatal if not addressed. Its largest businesses were cyclical, others were not operating profitably enough, and capital was not available for reinvestment. Beginning with a series of small steps, such as changing the nature of the product line, the company sought to make these areas more attractive and ultimately profitable. At the same time, managers identified and sought to decentralize their management of company strengths. Moreover, as have many others throughout the U.S. in the last decade, the company analyzed its strengths and weaknesses, went with its strengths, closed down or sold weak areas, and focused on creating a vision statement and mission for the future. Creating that preferred future has meant paying attention to what is central and essential to the mission and eliminating all that is peripheral to it.

In sum, the company's whole mode of operating today is more intense, rapid,

An additional lesson lies in the concept of transformation itself. The dilemma for higher education is that is must cut costs while maintaining quality. To meet this challenge, it will have to change how it educates students. That transformation will be driven by the need to increase both value and productivity on all levels by all members of the community.



and more productive, and its technological and other systems are better. By 1995, 80 percent of the businesses that had constituted B.F. Goodrich in 1980 were gone, replaced with growth in areas of increased strength and acquisition of more aligned business interests. Sales had tripled from 1980 to 1995. In chairman John Ong's words, it was a "transformation."

Rubbermaid

The CEO of Rubbermaid Corporation, often cited by *Fortune* magazine as one of America's most innovative companies, once remarked that you "can only cost reduce yourself to prosperity for so long." Most college presidents know that only too well. Tom Peters in *The Pursuit of WOW!* concentrates on the importance of innovation in meeting the challenge of change. For many companies, innovation is the next step beyond total quality management in their quest for excellence and success.

Rubbermaid also pays detailed attention to its "total value chain," rating itself on every step of its process and focusing sharply on needed improvements. Managers use clear information systems to ensure the company's work and pay attention to the whole picture. They also point out that a value chain is not linear; interaction and reaction influence everything, everywhere.

These are just a few examples of the massive redirection the private sector has undertaken in the last decade and continues to pursue. A Ford Motor Company representative commented that Ford used to experience cycles in its business: peaks of high production and earnings with new hires and investment were offset by valleys of cost-cutting, deferred capital investment, and often layoffs. What characterizes the auto industry today is that the peaks are gone. Car makers have no more breathing room, and to thrive, they must watch every aspect of their business at once and get better every day. Getting better, by the way, is not happenstance. Business in America is doggedly measuring itself against the best of its kind, quantifying its results, and improving continuously in every way it can.

Lessons for Higher Education

What lessons are there for higher education in the nature of corporate change? A primary one is that colleges and universities need to analyze the processes that underlie what they do, both academically and administratively, seeking their qualitative weak links and moving vigorously to improve them. While examples abound of colleges that have done this kind of work, the problem is that the mechanisms that foster continuing improvement are often missing from decision making in higher education.

In Ohio, we are working on several fronts to foster continuous improvement. A great deal of this already happens at the campus level. These colleges have, in many instances, been our teachers, and it is no mistake that these colleges have both strong and aware presidents and boards. In addition, the performance expectations have also provided a means for continuous improvement across the system.

Strong leadership can call for change and create the vision, but without benchmarks, measurements, and people who are committed to effective service, the tenacious status quo will return. A small example: in 1975, as administrator for admissions and registration on a very large campus, I sought to reduce the number of students waiting in line for schedule changes. We sent students cartoons urging them to come early in the day, we hired greeters who moved students out of line when their needs could be met in other ways, employees received additional

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training to quicken response time, silent movies entertained those who had to wait in line. All these efforts paid off. What we did not do was to compare our efforts to those who did this job best, nor did we fully understand what drives registration patterns, and what had to be done to change them systemically. In short, without clear goals or measurements to reach them, this effort was destined to survive only as long as the administrator who initiated it remained in the position. Campuses need to seek ways to measure and secure the important qualitative changes they make.

A second important lesson lies in achieving a common purpose. While businesses and other organizations will stress "alignment" of organizational purpose and redouble their efforts through communication, incentives, and recognition to achieve their goals, higher education's traditional structures are not always nimble enough to reach a common purpose easily. It is hopeful, however, that some of our best examples can be drawn from the community college sector where campuses, by definition and of necessity, are more responsive and more connected to the needs of the broader community.

An additional lesson lies in the concept of transformation itself. The dilemma for higher education is that it must cut costs while maintaining quality. To meet this challenge, it will have to change how it educates students. That transformation will be driven by the need to increase both value and productivity on all levels, by all members of the campus community. It will require innovative thinking about how students can best learn, how faculty can best guide that learning, and how administrators can facilitate the most beneficial environment. These matters will move from peripheral concerns to central issues in the successfully transformed campus.

Perhaps the most important lesson is that business and industrial leaders in America believe that higher education is in the same position business was in 15 years ago and that we have not fully grasped the monumental change that will envelop us as it enveloped them. While the moment is not likely to be triggered by huge cost-cutting from overseas, the continued weakness in state subsidies, decline in federal grants, loss of student financial aid, and some institutions with prohibitively high tuition will combine with the skyrocketing growth in technological capabilities in education to the point of either serving to shift the paradigm or catching campuses in the tidal wave.

Technological Tidal Waves

University faculties have certainly led technological innovation in the research arena, leading to untold fruitful national and international collaborations. However, it is the community college sector to which we can point for major experimentation with instructional technology, which could, in the long run, help restructure aspects of the curriculum, improving both quality and efficiency.

In Ohio, we are already looking at places like Lima Technical College and Sinclair Community College for advancements in the creative use of technology to offer instruction that is any time, any place, for any student. We need to extend beyond these pockets of expertise to a more pervasive use of technology to break boundaries and draw resources from far and wide. Major experimentation can also be found in emerging educational entities: multi-state compacts, proprietary institutions, and entrepreneurial marriages of cable companies and academic programs. None of these could yet threaten any mainline institution of higher education, but some organizations are poised to evolve into high-quality, academically sound providers of convenient, highly customized, student-tailored education offerings.

The Open Learning Agency in British Columbia, for example, is a degree-granting entity, part of the educational system of that geographically vast province, which began by providing correspondence courses to a far-flung population. It is also responsible for the educational television system for which its staff, in coordination with existing colleges and universities, creates academic coursework for college credit. This fall it moves onto the Internet and will provide courses that incorporate all its capacities.

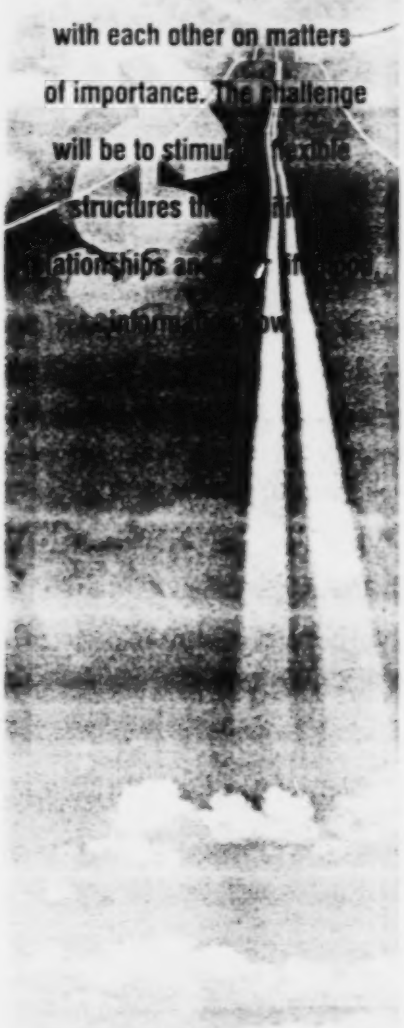
Picture the Windows™ menu screen. The Open Learning Agency has adapted this concept by creating icons of the virtual university: the admissions office, the registrar, the seminar room (a chat group for the class including the professor), the student union (a chat group for the students — no faculty allowed), the advising office, tutorial help, and more. Behind all of this is carefully developed, high-quality coursework by pioneers in distance learning. We could all learn a great deal from this institution.

One need not reach very far for potential partnerships to maximize the return on investment in technology. Nor does one have to look too far into the future. Campuses are beginning to offer academic credit to highly able high school students and adult learners over the Internet. And we have barely scratched the surface of what is possible.

Campuses that find ways to utilize technology to improve academic and administrative productivity and, most importantly, student learning, will reap rewards; those that do not will be at risk. Technology has the potential to

Windows is a registered trademark of Microsoft Corporation.

For tomorrow's successful college and university, it will matter much less that departments exist, but far more that faculty, students, community leaders, and business/industry leaders can interrelate easily and well with each other on matters of importance. The challenge will be to stimul[illegible] structures th[illegible] relationships an[illegible]



improve and expand instruction, turning faculty attention to student learning. But what kinds of organizations can stimulate and incorporate change, leading to success in the 21st century?

The High-Performance Organization

For hundreds of years, Newtonian thought has permeated the ways in which people have organized the world. Transformational thinkers like Margaret Wheatley, author of *Leadership and the New Science*, are offering new organizational views. She comments:

> It is interesting to note just how Newtonian most organizations are. The machine imagery was captured by organizations in an emphasis on structure and parts. Responsibilities have been organized into functions. People have been organized into roles. Page after page of organizational charts depict the workings of the machine: the number of pieces, what fits where, who the big pieces are... This reduction into parts and the proliferation of separations has characterized not just organizations, but everything in the world during the past three hundred years. Knowledge was broken into disciplines and subjects, engineering became a prized science, and people were fragmented — counseled to use different "parts" of themselves in different settings... Until recently, we really believed that we could study the parts, no matter how many of them there were, to arrive at knowledge of the whole.

She goes on to say, "A world based on machine images is a world filled with boundaries."

It is extremely interesting that Wheatley's descriptions of systems are organic rather than mechanistic: thriving depends on interconnections built on relationships, participation, and information, not on structures. Hers is a webby worldview and a promising one.

For tomorrow's successful college and university, it will matter much less that departments exist, but far more that faculty, students, community leaders, and business/industry leaders can interrelate easily and well with each other on matters of importance. The challenge will be to stimulate flexible structures that facilitate relationships and their lifeblood, information flow.

Is it coincidental that the Internet is such a structure? Is it happenstance that the World Wide Web, with its easy participation and withdrawal, features just this kind of flexible structure? Organizations are moving beyond simple shifting of old discrete organizational boxes to wavelike energy with the capacity for the creation of new forms.

Margaret Wheatley writes, "We must invent organizations where... structures come and go as they support the process that needs to occur and where form arises to support the necessary relationships."

In the 21st century, charts give way to webs. Predictability succumbs to connections. Machine images dissolve to organic views. Bureaucracy surrenders to simple, fluid processes — and all of this change will evolve under your guidance, as trustees of community colleges across the country. You hold a powerful and highly changeable resource in your hands — and it is essential that higher education have your guidance to the kind of organic and highly flexible entity that ensures the future. ■

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CEO Performance Appraisals:

Suggestions from CEOs on Improving the Process

by Brian King

Evaluating the president or CEO is a complex, difficult task for a community college board. George R. Boggs recently wrote in the *Trustee Quarterly* that "evaluation of the CEO is one of the most important responsibilities of a community college board" (1995, Issue 4, p. 11). Fisher and Koch conclude that "evaluation of the president is the most sensitive and delicate responsibility of the governing board" (1996, p. 313). For the CEO, the evaluation process can be stressful and frustrating.

Though criticism of performance appraisals of college CEOs is almost as widespread as acceptance of the importance of presidential evaluation to a college, very little research or writing is available for a conscientious trustee to review in an attempt to learn how to improve the process. This article will discuss the difficulties of conducting effective presidential performance appraisals and review the purposes and importance of the performance appraisal of a community college CEO. Reviewing the results of a nationwide survey of community college presidents and CEOs concerning evaluation, the article will explore thoughts from CEOs on some basic steps trustees and other evaluators can take to improve the process.

Brian King is assistant to the president at Ozarks Technical Community College, Springfield, Missouri.

How Community College CEOs Evaluate the Assessment Process

Board members responsible for CEO evaluation are committed to an effective, fair process. Unfortunately, many boards do not have an opportunity to discuss candid thoughts and suggestions from the CEO about the process after completion of a CEO performance appraisal. Understandably, the CEO who is dissatisfied with the process may not share concerns lest they be construed as "sour grapes" by the trustees or other evaluators. In order to learn more about what CEOs think about the evaluation process and to give the CEOs the opportunity to suggest how to improve the process, a questionnaire was provided to about 100 presidents and CEOs selected from all 50 states.

Thirty-five CEOs responded to the questionnaire. Nine respondents also provided copies of their evaluation forms. Of the 35 respondents, six were female and 29 were male; the average tenure as CEO was a little over six years. Nearly all of the respondents reported that they are evaluated annually in some form. Governing boards evaluated 21 of the respondents, the remainder were primarily evaluated by state or system chancellors or presidents [perhaps from state systems with one state governing board].

Each CEO was asked to rate the experience of the most recent performance evaluation based on the following five-point scale: 1–Very Dissatisfied; 2–Dissatisfied; 3–Ambivalent; 4–Satisfied; 5–Very Satisfied. Overall, the CEOs who responded are as a group satisfied with the process (with an overall average of 3.97). At the extremes of the scale, three times as many CEOs were "Very Satisfied" with the process (12) than were "Dissatisfied" or "Very Dissatisfied" (4). Boards can take comfort in the

SUGGESTIONS FROM CEOs

Develop annual goals and measure accomplishments.

fact that 85 percent of those surveyed who were evaluated by boards (17 out of 20) were either "Satisfied" or "Very Satisfied" with their most recent performance appraisal. (See Table, page 16.)

Why Performance Appraisals Are Difficult

In a historical context, evaluation of the performance of college presidents remains relatively new. In 1969, President Brewster of Yale University was among the first to endorse the practice as a part of the trend toward greater accountability. Fisher and Koch estimate that today 85 percent of all colleges and universities take part in formal or informal presidential evaluation (1996, p. 314). Though the process is now almost universal, many boards are daunted by the magnitude of the task of effectively assessing the performance of the college CEO. A former trustee, Mary Lou Zoglin, cited three basic reasons why boards sometimes fail in their responsibility (n.d., pp. 3-4):

1. **Effective Evaluation is Hard Work.** Though not impossible, presidential performance appraisal may require more work than some board members are willing to bring to their trusteeship.
2. **Evaluations Can Be Embarrassing.** It is difficult for many trustees to "call the president on the carpet" when the trustee and the president have a pleasant personal relationship.
3. **Fear of Finding Something Wrong.** If the board discovers major problems that might justify dismissal, the prospect of a traumatic, thankless termination process is unpleasant.

John Lombardi noted that the evaluation process is also complicated by the various ties a CEO has with trustees, community leaders, faculty, legislators, alumni and other constituents of the college. "Sometimes, ties with the right persons compensate for much inefficiency, ineptness and incompetence" (Lombardi, 1980-81, p. 18).

Despite the numerous hurdles to conducting effective performance appraisals of community college CEOs, the process appears to be here to stay in some form. In fact, the demand from the public for accountability from higher education is probably far greater than in 1969 when Kingman Brewster first advocated formal presidential review. For the trustee today, the challenge is to understand the purpose of CEO performance appraisals and how to conduct the process effectively.

Why Performance Appraisals of CEOs Are Important

Trustees who are at first uncomfortable with the task of evaluating the CEO may take some comfort in this eloquent statement on presidential evaluation by John W. Nason (1984):

> College and university presidents live in the public domain. No matter what the size or complexity or status, public or private, of the institution, the president's decisions (or indecisions) affect its well-being and the lives of those who make up the educational community. Those decisions are under continuous scrutiny and are met with approval or disapproval, often with both and rarely with indifference. Faculty, students, trustees, staff, alumni, donors, state education officers, legislators, church officials, taxpayers and local citizens have always passed judgment on the president's personality, attitudes, decisions and performance, and they always will.

Evaluation of the CEO is inevitable. The evolution of formal CEO performance appraisals is simply a refinement of the process. According to Fisher and Koch, the board must accomplish only two things for a performance appraisal of a CEO to be successful: to satisfy the responsibility to assess the CEO and to "increase the legitimacy of the presidential office" (1996, p. 312). Nason listed four purposes for CEO evaluation (1984):

1. To close the gap between presidential authority and accountability...
2. To ensure that the board and the president concur on mutually agreed upon goals toward which the college is moving.
3. To identify strengths and weaknesses of the president and the college...
4. To define...the scope and the role of the office and the president's performance in it.

In addition to the purposes listed by Fisher, Koch, and Nason, Robert Strider in a 1982 study concluded that the further education of the board of trustees is almost always the most helpful result of a CEO performance appraisal. "If a board can begin to appreciate the vari-

ety of the demands on a president, the fact that no matter what a president does in some instances someone will be offended, and if it is clear that he or she is doing as well as any human being can be expected to do, then a valuable insight will have been provided" (1982, pp. 54-55).

In short, CEO performance appraisals have the potential to improve the quality of a community college. The process can enhance presidential effectiveness and productivity and also provide the board with a greater breadth of understanding of the role of the president and the demands on the CEO.

Suggestions from CEOs on How to Improve Performance Evaluations

In addition to rating their most recent performance appraisal, the CEOs surveyed were also given the opportunity to suggest how to improve the process, providing insight from their perspective.

One CEO who responded to the survey has been president at the same college for more than thirty years and has been employed "on a handshake" with no formal evaluation of any kind. "My continued employment and salary increases are the closest I have to an evaluation," the CEO reported, "and I've been happy with these." Although CEOs may be somewhat envious of the informal, long-term relationship that CEO enjoys with the board, the reality for the other respondents is a more formal, structured performance appraisal.

The suggestions from the CEOs fall into three general categories: 1) planning the process; 2) improving the format for the appraisal, and 3) applying the results. As one might expect, the suggestions are not necessarily consistent. Each respondent has a unique perspective on the process. As such, the suggestions have been paraphrased but are otherwise unedited.

SUGGESTIONS FROM CEOs

Presidents need feedback on an ongoing basis; this is the best way tc support or discourage leadership behaviors in order to best meet the needs of the college.

Planning the Process

- Engage in more joint planning as to goals to be accomplished to give more meaning to the process.
- Provide more advance information concerning how appraisals will be done.
- Develop annual goals and measure accomplishments.
- Appraisals should be truly "planned, organized, and conducted" for the improvement of performance.
- More board education should take place on what and how to evaluate; currently, there is no specific format; the prior president did not have evaluation; I submitted an annual report as a basis for my evaluation.
- Additional training for trustees in the evaluation process would be a helpful improvement.
- Performance indicators should provide focus, rather than ambiguous personal approvals (trustees, faculty leaders, etc.).
- Evaluators should give more time to the process.

Improving the Format

- A universal problem is finding a valid appraisal instrument that is relative to this job.
- Evaluators should ask opinions from community leaders.
- The outcome of the evaluation should be a written, declarative statement about the president's performance (which on mutual agreement could be made public).
- Boards should evaluate more regularly.
- Formal evaluation is probably more critical if a CEO's performance is in question; if CEO is performing well, evaluation (too structured) can sometimes create problems!
- Boards should avoid an MBO type thing and deal with more generic type roles; direct attention to statements of performance that reflect the job, not the desires of the board.
- Board members should identify their individual evaluations rather than provide aggregate data.
- CEOs should have an opportunity for more frequent progress reports to the board.
- Quantifiable and qualitative analysis is crucial for the process to be effective.
- Perhaps evaluations should occur twice per year, rather than annually.
- Evaluations need to fit personality and operating style of the board; needs to focus on job description and college goals; low-key, no forced ranking (i.e., 1–5) is much better.

Applying the Results

- Presidents need feedback on an ongoing basis; this is the best way to support or discourage leadership behaviors in order to best meet the needs of the college.

Summary

Despite the difficulty and complexity of evaluating a CEO, a national survey indicates that a significant percentage of CEOs are satisfied with performance appraisals conducted by community college boards. While the emphasis on accountability in higher education continues to grow, so will the importance of performance appraisals of community college CEOs. Trustees who are committed to improving the process of evaluating the president or CEO can enhance the CEO's effectiveness. As trustees know, an effective and productive CEO is a key to improving the quality of a community college.

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CEOs Rate Most Recent Evaluation
Summary of Survey Results

Respondent	Rating	Years on Job	Frequency	Evaluator
1	4	2	annually	Board
2	4	8	annually	Board
3	3	0.5	annually	Chancellor of System
4	5	1	annually	Board
5	4	1	annually	Chancellor of University System
6	4	12	annually	Board and System President
7	5	12	annually	Chancellor of System
8	4	12	annually	Chancellor of System
9	5	2	annually	Board
10	4	1	annually	State Dep. of Vocational Ed.
11	4	1.75	annually	President of State Technical Colleges
12	4	3	annually	District Chancellor
13	1	1	annually	Board
14	5	3	annually	State Coordinating Board
15	4	16	annually	Board of Governors
16	5	5.5	annually	Board
17	4	7	annually	Board
18	5	8	annually	Board
19	5	18	semi-annually	Board
20	na	6	na	na
21	5	—	annually	Board
22	4	5	annually	Board
23	1	4	annually	Board
24	3	5	annually	Chancellor
25	4	2	annually	Board
26	2	8	semi-annually	Board
27	4	6	annually	State Chancellor
28	5	7	annually	State Chancellor
29	5	8.75	annually	System President
30	4	13	annually	Board
31	1	7	annually	Board
32	5	6	annually	Board
33	4	13	annually	System Chancellor
34	na	1	every 4 yrs	Board
35	5	7	annually	Board
	3.97	**6.28**		

Rating Index: 5–Very Satisfied, 4–Satisfied, 3–Ambivalent, 2–Dissatisfied, 1–Very Dissatisfied

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Colorado Mountain College Develops Board and CEO Evaluation Processes

Responding to a recent request from ACCT for information on board and CEO evaluation processes and instruments, Cynthia Heelan, president of Colorado Mountain College, described the process developed by her board.

"The board determined they will evaluate themselves each month on two or three different items," said Heelan. "They plan to use an evaluation form which is an adaptation of the board's policies for governing themselves."

The questions used in self-evaluation by the board of Colorado Mountain College appear on this page and page 18.

The Colorado Mountain Board determined they will evaluate the president twice a year, reported Heelan. The June evaluation will be on the accomplishment of strategic initiatives (questions reproduced on page 18). The January evaluation will focus on executive limitations.

If your board has developed a successful board and/or CEO evaluation process (and evaluation instruments), please send information and examples to the ACCT Board Services office so that the information library may be brought up-to-date with current practice.

Board Of Trustees Self-Evaluation
Colorado Mountain College

I am taking my time today for one purpose and that is to strengthen my service as a trustee. It is my goal to serve my college and this community in such a manner that more and more people will want to come here to take advantage of this educational opportunity. It is also my goal to do my best to make this college a desirable place to work. I would like to contribute to creating and maintaining an atmosphere that is conducive to open dialogue and free exchange of ideas. For these reasons, I am willing to do the following self-evaluation.

Please rate yourself on a scale of 1 (needs some improvement), to 5 (I'm great in this area).

A. I am prepared to participate responsibly in board meetings.
Give examples:

1 2 3 4 5 (please circle)

B. I remember my identity is with the community, not the staff.
Examples of community groups with whom I met:

My plan for future community meetings to attend.

Information I need from staff in the future:

1 2 3 4 5 (please circle)

C. I represent the ownership, not a single constituency.
1 2 3 4 5 (please circle)

D. I am responsible for group behavior and productivity.
1 2 3 4 5 (please circle)

E. I am a proactive trustee.
How?

How have I been reactive?

1 2 3 4 5 (please circle)

F. I honor divergent opinions without being intimidated by them. Have I intimidated others?

Examples of times when I honored another's opinion.

1 2 3 4 5 (please circle)

G. I use my special expertise to inform my colleagues' wisdom.
Examples of sharing my expertise:

1 2 3 4 5 (please circle)

H. I orient to the whole, not the parts.
1 2 3 4 5 (please circle)

I. I tolerate issues that cannot be quickly settled.
1 2 3 4 5 (please circle)

J. I do not tolerate putting off issues forever.
Examples of facing difficult issues in a timely manner:

Examples of putting off decisions due to fear of potential consequences:

1 2 3 4 5 (please circle)

K. I support the board's final choice.
1 2 3 4 5 (please circle)

L. I don't mistake form for substance.
For example, I make sure things like financial reports really represent a sound financial condition.

1 2 3 4 5 (please circle)

M. I obsess about ends.
Examples of when I got caught obsessing about means or specific strategies:

Examples of when I helped the board refocus on ends:

1 2 3 4 5 (please circle)

N. I don't expect agendas to be built on my interests.
Examples of agenda items I have submitted which represent my personal agenda:

1 2 3 4 5 (please circle)

O. I support the chair in board discipline.
1 2 3 4 5 (please circle)

• • • •

CALENDAR

Trustee Education Opportunities
September–November 1996

September

5–6
North Carolina Association of
Community College Trustees
Annual Leadership Conference
Research Triangle Park,
North Carolina

9–10
Florida Association of
Community Colleges
Trustee Training Workshop
Orlando, Florida

13
Ohio Association of
Community Colleges
Fall Conference
Elyria, Ohio

19–20
Trustees Association of Community
and Technical Colleges of
Washington State
Fall Conference
Renton, Washington

26–28
ABC Trustee Institute,
ABC Annual Conference
New Paltz, New York

October

9–12
ACCT Annual Convention
Miami Beach, Florida

24–25
Wyoming Community College
Trustees Association Annual Meeting
Riverton, Wyoming

24–25
Kansas Association of
Community Colleges
Annual Professional Conference
Wichita, Kansas

24–26
Oregon Community College Association
Annual Convention
Welches, Oregon

28–29
Texas Association of Community
College Trustees and Administrators
Annual Conference
Austin, Texas

30–Nov. 1
Missouri Community
College Association
Annual Convention
Lake Ozark, Missouri

November

1
Ohio Association of
Community Colleges
Leadership Conference
Columbus, Ohio

1–2
Wisconsin Technical College
District Boards Association
Fall Meeting
Wisconsin Rapids, Wisconsin

13–16
League for Innovation Conference on
Innovation Technology
Phoenix, Arizona

15–16
Technical Institute Directors'
Association of Georgia (TIDA)
Annual Meeting
Savannah, Georgia

20–22
Florida Association of Community
Colleges Annual Convention
St. Petersburg Beach, Florida

21–23
Community College
League of California
Annual Convention
Los Angeles, California

Contact Marilyn Blocker, ACCT Vice-President (202-775-4667), for information about how your state meeting can offer trustees the opportunity to earn units in ACCT's Trustee Education Recognition Program.

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- **The CEO can be free to operate the institution, while providing greater accountability to the board; and**
- **Institutional outcomes can be evaluated.**

What Does ACCT Membership Offer Your Governing Board?

Trustee development. ACCT member boards provide for their own professional development through ACCT conferences, publications, videotapes, and on-site workshops, enhancing their boardsmanship skills and obtaining information they need to provide effective governance. Members enjoy reduced fees for meetings and publications and receive complimentary periodicals.

Federal advocacy. ACCT member boards shape policy that guides staff members as they work with a network of trustee advocates to communicate community college priorities to Members of Congress and the Administration and work with The White House, the Department of Education, and the Department of Labor to shape legislation and regulations acceptable to community colleges. The ACCT staff constantly monitors proposals for legislation and regulations, acting quickly to alert the membership to the need for action to avert potential problems. Through membership and participation in the Washington Higher Education Secretariat, the Committee for Education Funding, the Alliance to Save Student Aid, and other higher education coalitions and forums, ACCT members ensure that community college governing boards are shaping national higher education policy.

Recognition. ACCT members showcase the policies and procedures of highly effective governing boards at ACCT conferences. Exemplary trustees receive regional and association-wide awards. Trustees completing a structured education program are recognized with certificates of achievement.

Board services. ACCT member boards call upon experts to assist them to facilitate retreats or workshops, to search for a new CEO, or to serve as an interim president through the ACCT Board Services office.

Advocacy for lay governance. Lay governance of community and technical colleges has contributed to the success of our vital institutions in meeting the needs of their communities. Threatened on all sides by government entities that wish to wrest control away from lay governing boards, community and technical college boards are defended by ACCT representatives who speak out frequently on their important role.

For further information about the benefits of ACCT membership and services, contact the ACCT office at 1740 "N" Street, NW, Washington, DC 20036, 202-775-4667, FAX 202-223-1297.

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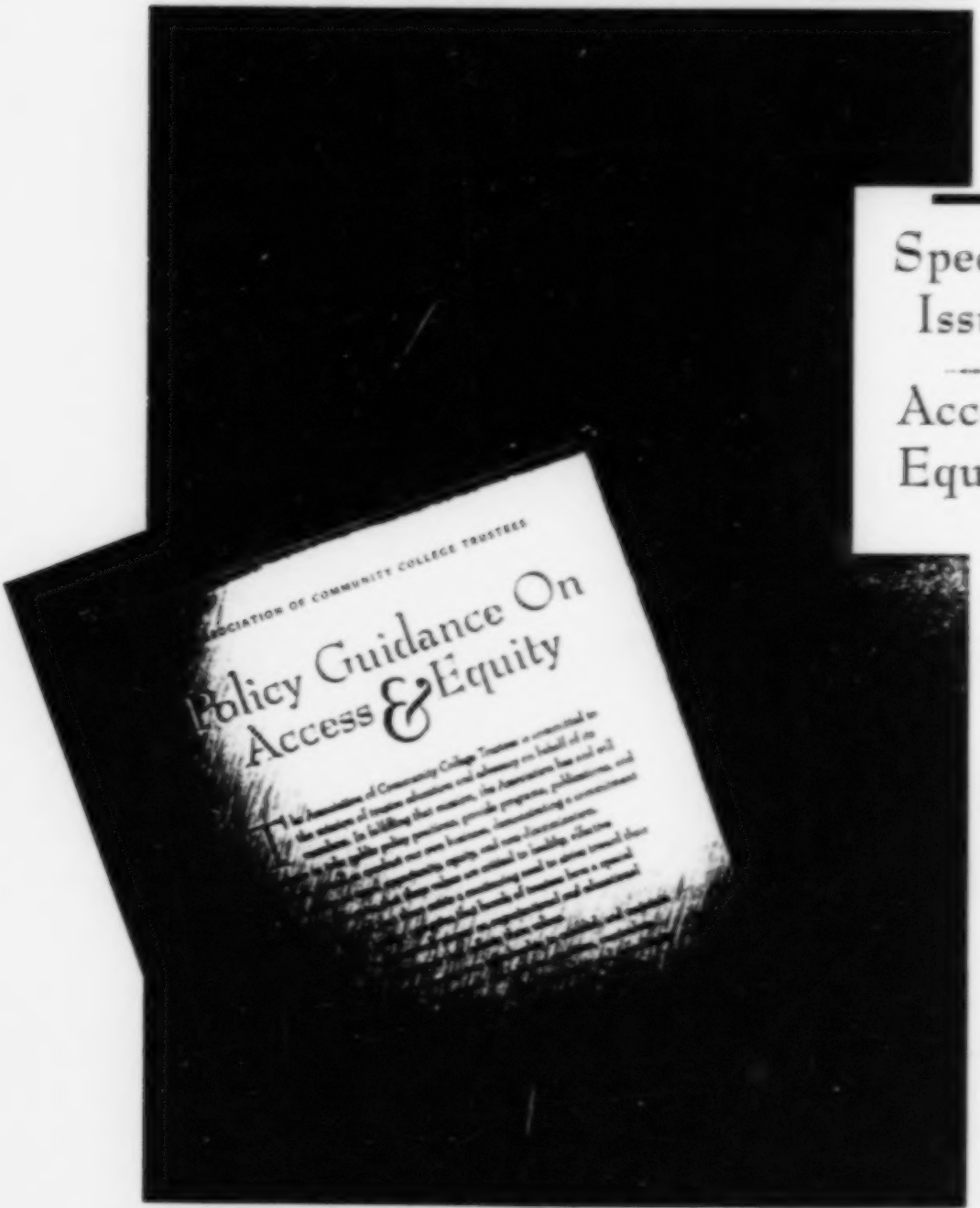
Issue 3, 1996

TRUSTEE QUARTERLY



Special Issue

Access Equity

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Opinions expressed are those of the authors and not necessarily those of ACCT.

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Special Issue on Access & Equity

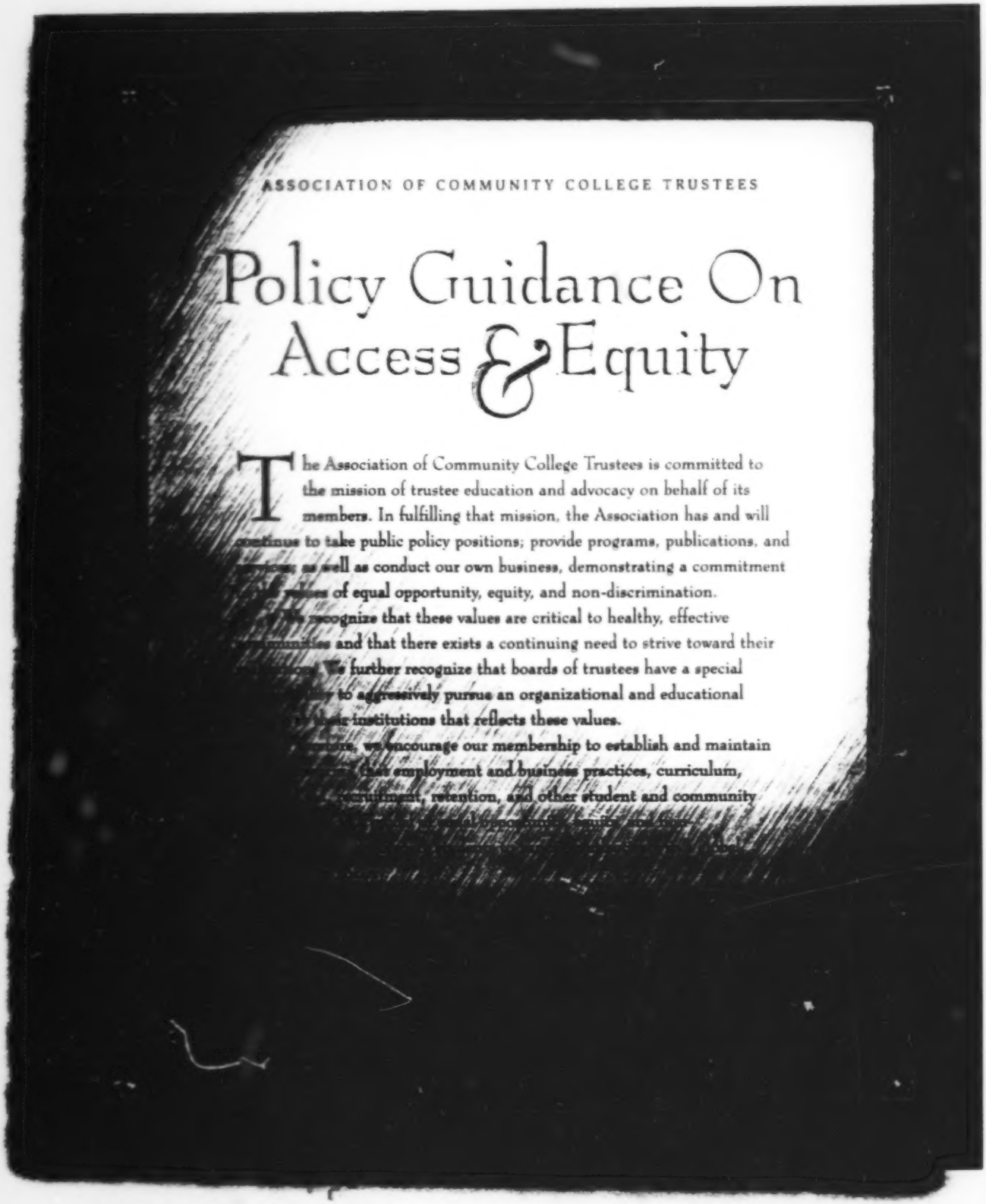
Community Colleges: Demonstrating the Spirit of Access and Equity

The relationship between the concepts embodied in the community college mission and the goals, the spirit of access and equity, are unmistakable. When we speak of ourselves as the "people's colleges," providing access, we are not only speaking of "being there" for all, but, as evidenced by our programs and services, making an extra effort to "reach out" to all. When we speak of opportunity, we speak of more than providing an opportunity to fail, we provide opportunities to succeed, along with aggressive programs and services to make opportunity a reality. When we speak of excellence and quality education, we know that no one's education is complete without the context of a diverse faculty and student body, without broad formal and informal multicultural learning experiences. When we talk about meeting the needs of our communities, we understand that no community will succeed without the economic and social benefit derived by each member of the community being able to take his or her place as a productive member of tomorrow's workforce.

We cannot predict the outcome of the current social/political debate on affirmative action, nor do we have the power to have much influence on the legislative, regulatory, or judicial result of that debate. We do, however, have a great opportunity to impact the continued progress toward equal opportunity. We can provide this leadership by reaffirming the values and mission of the community college, encouraging our members to do the same, and establishing policies that guide the continued development and implementation of programs and services that will bring to each of our constituents and communities the full benefit of true equal opportunity.

To this end, the ACCT Board of Directors developed the "Policy Guidance on Access and Equity" on the next page. As one of the many methods used by ACCT to further the objectives stated in the Policy Guidance, this special issue of the Trustee Quarterly *provides models in the pages that follow of effective practice.*

50



ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

Policy Guidance On Access & Equity

The Association of Community College Trustees is committed to the mission of trustee education and advocacy on behalf of its members. In fulfilling that mission, the Association has and will continue to take public policy positions; provide programs, publications, and services; as well as conduct our own business, demonstrating a commitment to the values of equal opportunity, equity, and non-discrimination.

We recognize that these values are critical to healthy, effective communities and that there exists a continuing need to strive toward their realization. We further recognize that boards of trustees have a special responsibility to aggressively pursue an organizational and educational climate in their institutions that reflects these values.

Therefore, we encourage our membership to establish and maintain policies in their employment and business practices, curriculum, student recruitment, retention, and other student and community

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Special Issue on Access & Equity

Board Policy

Developing Board Policy Through Strategic Planning

Harrisburg Area Community College in Pennsylvania, whose board and president received the 1996 "Charles Kennedy Equity Award" at the ACCT Annual Convention in Miami Beach, has always valued the planning process.

Prior to the arrival of President Mary Fifield, the college community had completed a comprehensive strategic plan, but the board of trustees decided not to take action on the plan until the arrival of the new president.

Therefore, we encourage our membership to establish and maintain policies assuring that employment and business practices, curriculum, financial aid, recruitment, retention, and other student and community services serve as a model of equal opportunity, equity, and non-discrimination and prepare students to function effectively in a global, multicultural society.

Upon her appointment, President Fifield encouraged the trustees to move forward to adopt the strategic plan and she also developed a process by which four college priorities were identified.

At the opening of the Fall 1992 Convocation, the president asked all members of the college community to participate in the process by sending her issues upon which the board would base the college priorities. After reviewing more than 200 responses, President Fifield presented the recommendations to the board of trustees at its annual fall retreat. From this extensive list, the trustees grouped the issues into what have now become the four college priorities.

Planning Into Policies

On October 6, 1992, the board of trustees, upon recommendation of the president, formally adopted a Strategic Plan and four college-wide priorities, which would set the direction of the institution. Further, the board directed that action plans be developed and implemented to address the priorities "... deemed by the board to be vital to the continued success of Harrisburg Area Community College." (Board Policy — Resolution #72)

As presented here in unranked order, one of the four most important priorities for the institution in the eyes of the trustees is diversity.

The priorities are:

- A Strengthened Student-Centered Learning Environment;
- Diversity and Multicultural Initiatives;
- Faculty and Staff Development and Collegiality;
- Quality and Consistency of Standards.

On April 18, 1995, the board reaffirmed its commitment to the four priorities and adopted a new mission statement that underscored the diversity/equity priority to "... promote the values and strengths to be found in diverse communities, democratic principles, and global perspectives." (Board Policy — Resolution #198)

Parallel to this process, a strategic planning committee was appointed by the president with college-wide representation. The role of the committee is to review action plan proposals and allocate funds to achieve the four board priorities. Twice a year, President Fifield sends requests for proposals to all full and part-time employees as well as Student Government. The committee then reviews all proposals, determines levels of funding, and reviews all allocations through program evaluation on an annual basis.

At the president's recommendation, the Harrisburg Area Community College Foundation has pledged $400,000 annually to support the board priorities through the strategic planning process. Monies committed solely to diversity/equity initiatives and allocated annually by a college-wide committee have been increased annually.

Since 1993, this process has resulted in the implementation of 18 action plans that relate to the priority of diversity and multiculturalism.

Harrisburg President and Board — 1996 ACCT Charles Kennedy Equity Award Winners

Front row (left to right): Ronald C. Brown, Anna M. Peuchey, Thomas C. Herweg (board chair), Mary L. Fifield (president), Rosemary Thompson McAvoy, and Robert L. Rubendall. Second row (left to right): Daniel P. Delaney, Mark A. Whitmoyer, Charles E. Graves, and Michael J. Schofield.

Board members not in photo: Terry L. Burrows, A. William Heinz, Sara N. Prioleau, Velma A. Redmond, Harlon L. Robinson, and James Scheiner.

The Board adopted a new mission statement that underscored the diversity/equity priority to "... promote the values and strengths to be found in diverse communities, democratic principles, and global perspectives."

Leading From the Top: Setting Goals for Board Diversity Policy

In the summer of 1994, Norma Kent, now AACC Director of Communications, described for the readers of the *Trustee Quarterly* how the board members of the seven-college Dallas County Community College District successfully meet the challenge of attaining and sustaining diversity by working on multiple levels, integrating programs for recruitment and hiring of personnel, recruitment and retention of students, community outreach, and purchasing into a cohesive, overall policy.

The diversity effort started at the top. Board members invested several consecutive days of their time, supported by many hours of staff backgrounding, to develop what they call their "Strategic Agenda." In a few succinct paragraphs, the agenda gives the "big picture" in key areas of board policy — including what trustees expect in terms of diversity.

According to point three of the agenda "...the ethnic composition of the District should mirror the constituents it serves." In other words, in terms of ethnicity, student enrollment should reflect the 18-plus population in Dallas County; faculty and staff should reflect the county's adult workforce; and trustee districts should afford opportunity for the election of minority candidates. The agenda further states, "Contract employment of faculty and administrators should follow an open search procedure which solicits the best available candidates for the position."

By drawing up the "Strategic Agenda," the Dallas board was not just stating board policy, but also setting goals for the district to work to achieve.

As Norma Kent said, "Educators acknowledge there is no single, and certainly no easy, answer to creating diversity on community college campuses. It requires the development of multiple and integrated strategies which must be continually reevaluated and reinforced.

"But it can be achieved, and the issue is critical to what community colleges are about and how well they continue to serve their demographically changing communities. As the Dallas experience indicates, first comes the commitment — and it starts at the top." ■

Special Issue on Access & Equity

Student Recruitment — Retention — Success

Intervention Program Prepares Underrepresented Students for Teaching Careers While Reaching Out to At-Risk High School Students

The Future Teacher Diversity Corps (FTDC) of Palomar College in California addresses two problems within the community — enrolling at-risk students in a career-directed program, and providing support to the community in the form of student mentors or peer advisers to local "at-risk" youth.

Many "at-risk" underrepresented students in Southern California are involved in gangs. These individuals are least likely to seek higher education, and if they start taking courses, are the most likely to drop out of college.

The FTDC has provided "at-risk" students with the academic and counseling skills to enable them to mentor other students effectively.

FTDC has also provided Gang Prevention Training Sessions, Cultural Awareness Training Sessions, and Substance Prevention Programs to over 30 schools, school districts, and community organizations from San Diego to Santa Barbara. The program has dramatically touched the lives of literally thousands of students.

The program has provided "at-risk" students with the academic and counseling skills to enable them to mentor other students effectively.

Therefore, we encourage our membership to establish and maintain policies assuring that employment and business practices, curriculum, financial aid, recruitment, retention, and other student and community services serve as a model of equal opportunity, equity, and non-discrimination and prepare students to function effectively in a global, multicultural society.

The Future Teacher Diversity Corps has successfully:

- provided academic courses, counseling, and scholarship support to 545 students;
- involved over 100 ex-gang members in higher education and the pursuit of a teaching career;
- assisted students in transferring to a four-year institution, earning a Bachelor's Degree, completing a Teacher's credential program, and finding employment as a teacher;
- confirmed the positive reputation of Palomar College as an institution that is committed in word and in action to the development of women and minorities;
- mentored over 11,000 high school students at 59 different schools or institutions; and
- encouraged participants to play a significant role in the college community.

The program has been successful with minimal financial support. In 1990, the program received a $120,000 James Irvine Foundation Grant. Since then, each year the FTDC has received $10,000 of in-kind services from Palomar College. Each year since 1993, the program has received $5,000 from California State University-San Marcos. Other small grants have been received from local school districts for customized projects or programs.

Although this funding has been of great value, the success of the program can be attributed to the talent of participating students; the energy, expertise, and commitment of the program director, Frank Puchi; and the support of Palomar College administrators and the governing board. ■

College Enrollment

The following information was published by the American Council on Education (ACE) in the *Fourteenth Annual Status Report on Minorities in Higher Education*, (1996). ACE collects and disseminates this data to gauge the success of higher education in serving a diverse population and to establish a baseline against which colleges and universities can measure the effectiveness of their own efforts.

African Americans and Hispanics continued to trail whites in their rates of college participation in 1994. Nearly 43 percent of white high school graduates ages 18 to 24 attended college, compared with 35.5 percent for African Americans and 33.2 percent for Hispanics.

Nonetheless, African Americans registered solid gains in 1994, posting their highest college participation rates ever among high school graduates ages 18 to 24. In addition, the 1994 improvement ends a period of stagnation dating back to 1990 for African Americans. The 1994 participation rate of 35.5 percent for African Americans was up nearly 3 percentage points from the 1993 figure.

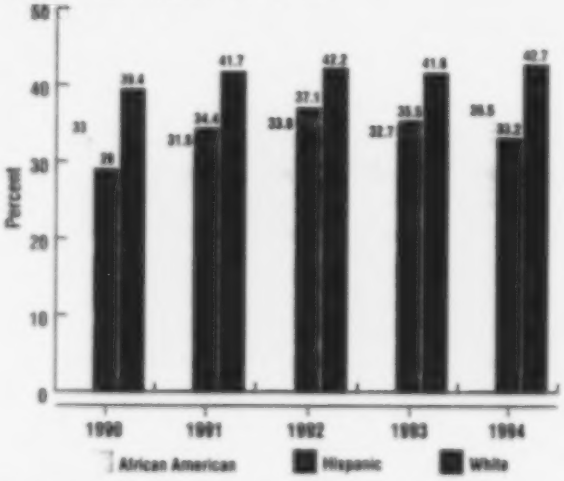
Unlike whites and African Americans, Hispanics lost ground in 1994 in terms of the college participation rates of high school graduates ages 18 to 24. Their rate of 33.2 percent in 1994 was down 2 percentage points from 1993 and 4 percentage points from 1992. The rate has fluctuated greatly, however, and Hispanics still show overall progress since 1990.

Among students of all ages, students of color recorded a 4.9 percent enrollment gain for 1994, which was nearly double the increase for 1993. Men of color and women of color achieved one-year gains for 4.1 percent and 5.5 percent, respectively. Since 1990, minority students have shown an overall enrollment increase of 25.9 percent, with progress being made by both men and women.

All four major ethnic groups achieved enrollment growth in 1994, with Hispanics posting the largest overall increase (6.9 percent). Asian Americans had the largest increase at four-year institutions (7.5 percent), while the 6.7 percent increase for Hispanics at two-year institutions was the largest among the four major ethnic minority groups.

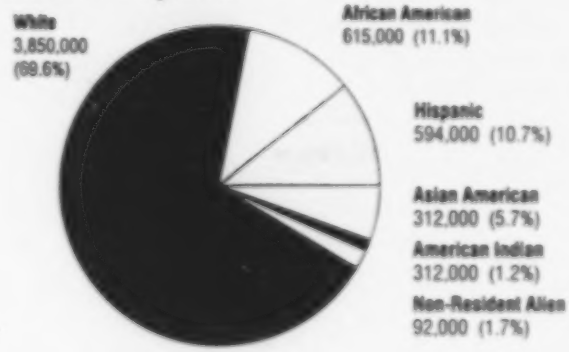
American Indians and Alaska Natives recorded a 5 percent increase in enrollment for 1994, yet they continue to represent less than 1 percent of all enrollments in higher education.

Enrolled-in-College Participation Rates for 18- to 24-Year-Old High School Graduates by Race/Ethnicity, 1990 to 1994



Source: *U.S. Department of Commerce, Bureau of the Census, School Enrollment — Social and Economic Characteristics of Students: October 1994, Current Population Reports, Series P-20.*

Community College Enrollments by Race/Ethnicity, 1994



Source: *U.S. Department of Education, 1996*

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Aggressive Recruitment and Help in Adjusting to College Life: Components of a Successful Native American Program

The board of trustees and president of San Juan College in New Mexico, located in the rural northwest corner of the state, provide leadership and support for the improvement of the quality of life for all residents in the county-wide service area and for improving communication among the three primary ethnic groups in this region: Anglo, Native American, and Hispanic.

The significant work of the college lies in its service to Native American students and tribes. The college is one of the few higher education institutions in the United States besides tribally controlled colleges that serves significant numbers of Native American Students.

Enrollment of Native American students is a high priority for San Juan College. With about one-third of the county land lying within the Navajo Reservation, the college enrolls the second highest number of Native Americans in the state. In 1995, enrollment of Native American students exceeded 1,100 for the first time.

San Juan College has a semester headcount enrollment of 4,300 students. Minority enrollment in Fall 1994 was 29 percent Native American, 10 percent Hispanic, and less than 2 percent other minority groups. For students who were enrolled for the first time in Fall 1994, 30 percent were Native Americans and 13 percent were Hispanic. These enrollment statistics mirror very closely the county demographics, recorded in the 1990 U.S. Census, where the population is 37 percent Native American and 13 percent Hispanic.

San Juan College Native American students have the benefit of a full-time Native American Program Director and support staff. The Program helps the Admissions Office in the recruitment of Native American students with a very aggressive visitation program to the Chapter Houses on the Navajo Reservation.

The Native American Program also helps students apply for financial aid with the Tribe and other sources available to all students. This program helps to directly recruit students, to overcome financial obstacles, and to provide orientation for students and parents. It also helps the students to adapt to the college environment after they are enrolled.

San Juan's students face a large number of adversities in persisting in college. About 65 percent of the students are enrolled part-time and many students have jobs, family responsibilities, and financial difficulties that conflict with their education.

In addition to these problems, Native American students must travel long distances often on dirt roads. It is not uncommon for these students to travel 75 to 100 miles round trip each day to attend classes. Delivery of distance education technology is made difficult due to lack of digital phone lines and low population concentrations.

In spite of these odds, 42 percent of the Native American students are enrolled full-time and 20 percent of the graduating class is Native American. In persistence studies of full-time, degree-seeking students, the three-year average persistence rate for Native American students is 55 percent compared to Anglos (55 percent) and Hispanics (47 percent). In two out of three years, Native American students persisted at a higher rate than Anglos.

Native American culture is an extremely important and vital part of San Juan's region. About 10 tribes are represented in the student enrollment. While the Navajo Tribe is the most highly represented, there are three other local tribes, and some Native American students even come from Colorado, Utah, and Oklahoma tribes. The United Tribes Club is the largest student organization on campus. The club sponsors a Pow-Wow annually that attracts participants from over 50 tribes in the U.S., Canada, and Latin America. Club activities help Native American students to feel welcome and at home in the college by providing opportunities for social interaction and access to support services.

San Juan College participates in the national discussion that is underway in Native American education. The director of the Native American Program is a member of the National Institute for Native American Leadership in Higher Education, the only community college director included in this group. The college has also been an active participant in the annual Ford Foundation Campus Diversity Conference.

Last year, San Juan College was one of eight institutions invited to participate in a special program on campus diversity sponsored by the College Board and the Lilly Foundation. As part of this program, San Juan was paired with Stanford University to share strategies on student support services offered to Native American students. The exchange helped San Juan to understand Stanford's requirements for transfer students and helped Stanford to understand the vastly different environment that many Native American students come from. An important relationship was established through this exchange that will allow for increased transfer of San Juan College Native American students to Stanford and an opportunity for Stanford students to do co-op work on the reservation.

To sum up, San Juan College provides opportunities to Native American students to improve the quality of their lives through education, facilitates events and processes that bring people of different cultures together, and promotes respect and understanding among diverse cultures. While many challenges remain, both in the college and in the community, the college is committed to making a difference.

Academic Success and Achievement: A Mentoring Program That Works

Project ASAP (Academic Success and Achievement Program) is a mentoring program designed to increase the retention and success rate of African American and Latino students at Harrisburg Area Community College, Pennsylvania. It is a collaborative effort of Social Science, Public Services, Basic Education, Student Services, and the institutional Diversity Office.

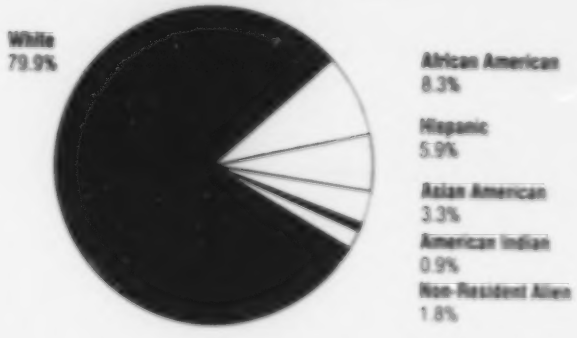
The program was designed by Willie Woods, acting vice president of faculty and instruction, and is based on the national program, Striving for Academic Excellence.

ASAP is a three-tiered program involving peer, faculty, staff, and community mentors from diverse backgrounds. Initially, the target population was first semester students. However, based on program evaluations and the recommendations of the planning committee, the program is now open to all African American and Latino students attending the Wildwood Campus.

In addition to the mentoring process, students are strongly encouraged to register for "Becoming a Master Student" and participate in Success Seminars, which are open to the entire student body and promote the availability of internal resources that enhance academic success.

In addition, all program participants receive information on workshops provided by the on-campus learning center and the library. As students' needs are identified, they are referred to areas such as the Math Lab, the Writing Lab, English Second Language tutors, faculty advisors, and financial aid.

Associate Degrees by Race/Ethnicity, 1994



Source: *U.S. Department of Education, 1995*

Overseeing the program is a planning committee comprised of the acting vice president of faculty and instruction, the vice president of student services, a financial aid counselor, the director of marketing and admissions, and the director of institutional diversity.

The following program objectives have been established:

To match African American and Latino students with mentors (a peer, a faculty/staff person, and a community person) who will enhance the students' knowledge of college and community resources and support the students' academic success.

To provide through personal interaction an opportunity for students to become more fully integrated into the Harrisburg Area community.

To help students establish short-term and long-term academic and professional goals.

To assist students in developing proactive skills for success in college and in life.

To offer programs during the semester that will address students' needs and interests.

The following assessment criteria are used to evaluate the program:

Retention of all students participating in the program;

Class attendance/completion by students participating;

Grades/GPA of students participating;

Participation of mentorees and mentors in scheduled activities;

Mentor/mentoree evaluations and feedback;

Tracking of all student participants by Office of Planning, Assessment, and Faculty Development in order to determine variables that impact academic success.

Project ASAP has been operational for two years with the following results: In 1995, 61 students participated and two-thirds either graduated or returned to the college. Currently, there are 82 participants in the program: 61 students, 11 peer mentors, seven community mentors, seven faculty mentors, and seven staff mentors.

While the program's focus is enhancing academic success, it also offers opportunities for leadership development, attendance at cultural events, and informal opportunities for student/mentor interaction.

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Special Issue on Access & Equity

Employment — Faculty — Administration

Multilevel Approach Key to Achieving Faculty and Staff Diversity

The board of Dallas County Community College District does more than talk diversity, as described on page 5 of this issue. In her story in the Summer 1994 *Trustee Quarterly*, Norma Kent (now AACC Director of Communications), described how the board instituted a series of measures to put "teeth" into policy; to monitor progress toward the board's goals.

Therefore, we encourage our membership to establish and maintain policies assuring that employment and business practices, curriculum, financial aid, recruitment, retention, and other student and community services serve as a model of equal opportunity, equity, and non-discrimination and prepare students to function effectively in a global, multicultural society.

New employee positions, as well as businesses selected to receive bids — both of which come before the board for monthly approval — are identified by ethnicity and gender as part of the review process. Human resources staff also prepare monthly status reports on minority hiring which are presented to the board for ongoing tracking and documentation.

Revamping the Hiring Process

One strategy involved a revamp of the district's hiring process, putting faculty hiring on an annual basis with a common timeline for all colleges. Search committees are required for all contractual positions and must be diverse according to gender and ethnicity. Search committees are convened prior to the publishing of notices of vacancy, and college CEOs are held accountable for the diversity of the groups.

In line with expressed board policy, the Dallas County Community College District has adopted the philosophy that diversity begins at home.

In addition, board members have approved a series of other diversity initiatives, including:

- Establishment of on ongoing minority vitae bank;
- Creation of a "grow your own" joint venture with area universities to offer Dallas County Community College District employment to minority faculty while they attend graduate schools;
- Stated requirement that all faculty applicants show "demonstrated ability and experience working with diverse populations;"
- Collaborative projects with outside organizations to prepare mid-level, minority managers for senior-level leadership positions;
- Installation of a free, 1-800 job line for out-of-state applicants.

Diversity from the Inside Out

In line with expressed board policy, the Dallas County Community College District has adopted the philosophy that diversity begins at home. Employees involved in the hiring process must complete in-depth training sessions to assure successful follow-through related to new hiring policies. Minority faculty and staff are encouraged to communicate information regarding district vacancies to potential minority applicants and to suggest names of such applicants for future employment.

At the same time, district administration supports the activities of minority employee groups such as a Hispanic concillo and an African American staff association. Both groups sponsor a variety of minority staff development and community outreach activities — from art shows, to guest speakers, to volleyball tournaments.

Nurturing Grass Roots

While reinforcing its internal network, the district has made concerted efforts to open lines of communication with external minority groups, including both Dallas staff and minority representatives from the community, to "take the pulse" of how the district is perceived. Participants provide insights and suggestions on topics from recruiting minority applicants, to a review of hiring procedures, to marketing to minority audiences.

To further encourage community dialogue, Dallas Chancellor Bill Wenrich formed a community advisory board to act as a sounding board on minority concerns and to assist the district in its search for minority candidates for administrative and faculty positions. The 20-member group comprises representatives from the Hispanic, African American, Asian, and Native American communities and meets quarterly with the chancellor and key staff.

On various levels, activities of minority chambers of commerce and other community organizations receive Dallas support in the form of scholarships at banquets and contribution to student scholarships awarded by the groups. Regionally and nationally, the district maintains ongoing memberships in professional organizations of minority educators and has increased its presence in annual conferences of such groups, as well as in minority-oriented job fairs.

Sending a Clear Message

Although district marketing is targeted primarily to existing and potential students, the approach taken by the district's public information office serves a dual purpose. Radio, television, and print advertising is produced both in Spanish and English versions and is placed in bilingual media, not only to encourage minority enrollment, but also to foster a climate of multiculturalism. As part of overall media strategy, Chancellor Wenrich, who is fluent in Spanish, as well as a number of minority staff and trustees, are regular guests on Spanish language talk shows and other community programming.

To keep its profile high with targeted audiences, the district is a frequent supporter of activities in minority communities, such as the annual Cinco do Mayo Festival and Black History Month events, and in recent years has sponsored on-campus activities such as a district-wide Hispanic Family Day, which attracts parents and students of all ages.

The direction set by the Dallas County Community College District Board has paid off. By 1996, the new-hire rate for minority faculty and administrators — the two employee groups most in need of improvement — had climbed above 50 percent, including the addition of two minority and two women presidents. ■

Equity and Diversity in Employment: Board Priorities Provide Direction to Staff

Northern Virginia Community College (NVCC), winner of the 1995 "ACCT Charles Kennedy Equity Award," is proud to be in the forefront of Virginia's educational community with respect to recruitment and retention of minority students, faculty, and staff. With the population of its service area consisting of 20 percent minority residents, minority students make up more than 34 percent of NVCC's student body, and minority faculty and staff represent 23 percent of NVCC's workforce.

These numbers reflect success; they reflect a philosophical commitment and the day-to-day practices that translate that commitment into action. They reflect the fact that Northern Virginia Community College has worked hard to create a climate in which equity and respect for diversity are central values.

The creation of this kind of institutional climate begins at the top. The NVCC Board has clearly indicated that achieving equity and increasing diversity are among its highest priorities.

These priorities are reflected in the president's goals, which are reviewed annually with the Board. NVCC's president has responded to the board's direction by putting in place an institutional structure that supports equal employment opportunity and equal educational opportunities.

NVCC not only recruits and retains female and minority faculty and staff, but also supports, nurtures, and prepares them to reach for and achieve professional advancement.

In total, 55 percent of all recent major administrative appointments have been members of minority groups, and 64 percent have been female, an outstanding record of success with respect to achieving equity and increasing diversity at the highest levels within the college.

This record of accomplishment sends a clear message to selection officials throughout the college: diversity is valued, equity is the goal.

Throughout the college, steady gains in female and minority hiring have occurred as a result of this aggressive leadership approach to equal employment opportunity. For example, minority classified staff increased from 143 individuals in 1988 to 169 in 1994.

The college's formal employment procedures require:

- inclusion of minorities on all search committees;
- reports on the race, sex, disability status, and age of candidates;
- fair representation of minorities and females in applicant and interview pools;

written rationale for non-selection of minority candidates;

daily oversight of the procedures by the college EEO/AA officer and director of human resources;

input into the policy-making process by the Affirmative Action Committee and Minority Recruitment Team;

active recruitment efforts for minority faculty and staff through target publications and the Minority Vitabank (developed by NVCC to identify minority candidates though ads requesting vitae placed in *The Washington Post*, *The Chronicle of Higher Education*, and *The Wall Street Journal*);

training on EEO procedures, including required viewing of the college's Affirmative Action briefing videotape, for all search committees and selection officials.

Northern Virginia Community College recognizes that achieving equity and increasing diversity is an on-going process. Led by a board and president who have made it clear that equity is a top priority, NVCC will continue its efforts to provide equal educational and employment opportunities for all.

Faculty

The American Council on Education (ACE), reported in the *Fourteenth Annual Status Report on Minorities in Higher Education* (1996), that:

Higher education institutions employed more faculty of color in 1993 than in 1983. The number of full-time faculty of color increased by 43.7 percent during that ten-year period, compared with an increase of 6.4 percent for whites, and a 9.9 percent increase among all faculty.

Despite these ten-year trends, white faculty posted a larger gain than did faculty of color from 1991 to 1993. The 1.2 percent increase for minorities was less than half of the 2.7 gain for whites.

Despite progress during the past decade, persons of color represented only 12.2 percent of all full-time faculty and 9.2 percent of full professors in 1993.

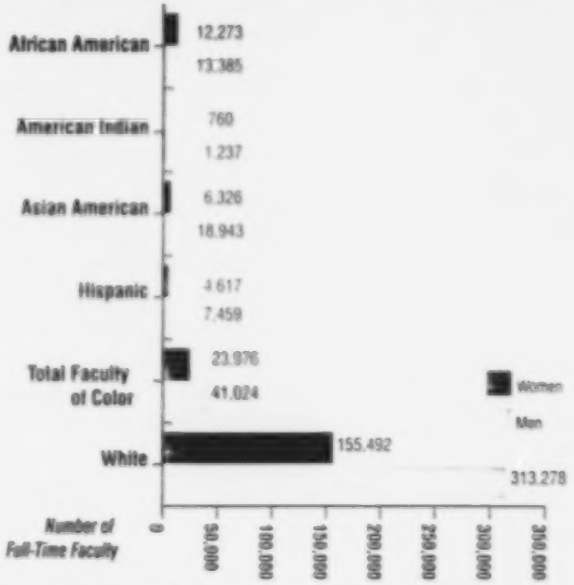
The number of full-time African American faculty increased by 31.1 percent from 1983 to 1993. Nonetheless, African Americans showed the least progress among the four major ethnic minority groups during this period. From 1991 to 1993, African Americans achieved a gain in faculty representation of 4.3 percent, with African American men making less progress (2.1 percent) than African American women (6.7 percent).

From 1991 to 1993, Hispanics achieved a 5.7 percent gain in full-time faculty representation. Most of the progress came from increases among Hispanic women. The number of Hispanic female faculty increased by 13.2 percent during the two-year period, compared with a mere 1.5 percent increase for Hispanic males.

From 1991 to 1993, American Indians recorded the largest percentage gain in faculty representation among the four major ethnic groups. Nonetheless, they account for less than one in 200 full-time faculty in higher education.

The number of Asian American faculty decreased by 4.8 percent from 1991 to 1993, primarily due to a 7.7 percent decrease in the number of Asian American men.

Full-Time Faculty in Higher Education by Race/Ethnicity and Gender, 1993



Source: *U.S. Department of Education, National Center for Education Statistics, Fall Staff Survey, 1993.*

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Achieving a Diverse Work Environment

an Juan College in New Mexico continually works toward achieving a diverse work environment. Recruitment techniques for administrators, faculty, and staff include:

personal visits by college staff to regional universities with minority graduate enrollments;

reimbursement of travel costs for interviewed candidates to encourage individuals to come and visit the campus and community;

informal networking at the divisional level with universities and professional organizations.

The college has created "intern" or "trainee" positions for minority and female individuals for the purpose of recruiting and training them for future full-time employment.

Recruitment ads for vacant positions are sent to a large number of Native American centers such as Chapter Houses, Indian Services Centers, Tribal Councils, and Indian Education Centers. Recruitment ads are placed in Native American newspapers. All recruitment ads include the language "minority and women candidates encouraged to apply" and qualifications required include "the successful candidate will value diversity and have a multicultural perspective with adult students."

The college provides training to managers and supervisors on cultural diversity, management techniques, and communication skills that contribute to a healthy internal working climate.

All new employees are assigned a "mentor" to help them learn college procedures and introduce them to other college employees.

In the fall of 1994, San Juan College had the following employee statistics: 54 percent female, 13 percent Native American, 10 percent Hispanic, and 2 percent other minority.

Administrators

In the *Fourteenth Annual Status Report on Minorities in Higher Education* (1996), the American Council on Education (ACE) reported:

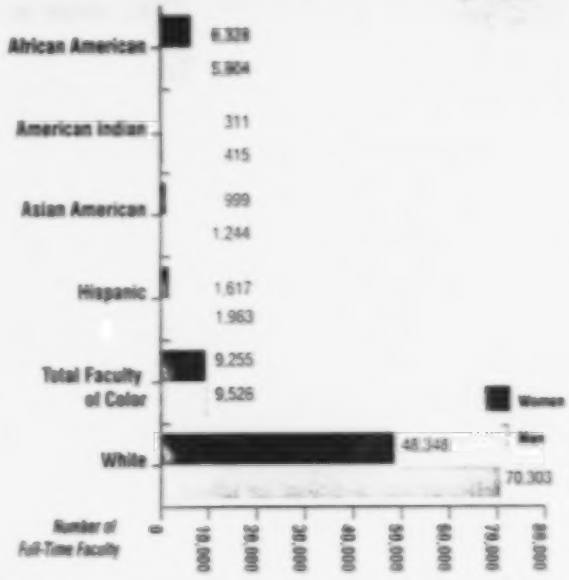
The number of administrators of color increased by 55.7 percent from 1983 to 1993, including a gain of 4.3 percent in the two-year period from 1991 to 1993. Persons of color represented 13.7 percent of all administrators in higher education in 1993, up from 13.2 percent in 1991 and 10.3 percent in 1983.

Women of color accounted for most of the gains among minorities. The number of female administrators of color nearly doubled from 1983 to 1993, while the number of male administrators of color increased by 32 percent. Women of color experienced an increase of 5.9 percent from 1991 to 1993, compared with a 2.8 percent gain among men of color in the same period.

African American women outnumber African American men among college and university administrators. However, males outnumber females among Hispanic, Asian American, and American Indian administrators.

African Americans, Hispanics, Asian Americans, and American Indians accounted for 11.5 percent of all chief executive officers (CEOs) at colleges and universities in 1996. This rate is up from 8.1 percent in 1986 and 9.2 percent in 1990. Most African American CEOs are at historically black colleges and universities, however, and American Indian leaders are most likely to direct tribal colleges.

Full-Time Administrators in Higher Education by Race/Ethnicity and Gender, 1993



Source: U.S. Department of Education, National Center for Education Statistics, Fall Staff Survey, 1993

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Special Issue on Access & Equity

Business Practices — Contracting

Achieving Purchasing Diversity Through Minority Business Outreach

Therefore, we encourage our membership to establish and maintain policies assuring that employment and business practices, *curriculum, financial aid, recruitment, retention, and other student and community services serve as a model of equal opportunity, equity, and non-discrimination and prepare students to function effectively in a global, multicultural society.*

Two years ago, the equal opportunity purchasing program of Florida Community College at Jacksonville (FCCJ) was outlined in the *Trustee Quarterly*. This program has been used successfully by other college districts and it seemed like a good time for an update and a review of the concept. FCCJ is showing how business with minority firms can grow without singling them out for special treatment.

FCCJ has made equal opportunity the basis for its purchasing plan, and as a result has achieved an impressive record in diversifying its business dealings in the past several years. By the end of 1995, minority-owned and woman-owned businesses accounted for 19.4 percent of the college's purchases, up dramatically from 2.6 percent in 1991.

This has been accomplished through an innovative minority outreach plan which has literally linked college employees with minority organizations in the community and has instituted bidding procedures that assure a level playing field. Unlike the plans of many other organizations, FCCJ's plan does not use set-asides, sheltered competition, or other incentives. By statute, contracts are awarded to the lowest bidder meeting the proposal's specifications, fulfilling an obligation to the taxpayer to operative with maximum cost-effectiveness.

So how does the plan work? For each purchase in excess of $1,000, at least 25 percent of all vendors invited to bid must be minority or woman-owned business enterprises. It's that simple. There are no requirements as to how many minority businesses must bid or how many of them must win contracts.

"Legally, we can't require that a certain portion of contracts be awarded to minority businesses," said Larry Snell, FCCJ's Director of Purchasing and Stores. "And ethically, we can't offer incentives to one group and not another. But we didn't need to do that anyway. Minority businesses can compete on a level playing field as long as they are offered equal opportunity to participate."

According to Snell, one of the reasons why few minority businesses had been awarded contracts in the past, was because FCCJ had not maximized its opportunity to inform minorities that projects were open for bid. Communication was improved by hosting an annual minority outreach workshop, advertising in local minority publications, and attending local minority trade shows. A college representative also served on the planning board for Jacksonville Minority Enterprise Development Week.

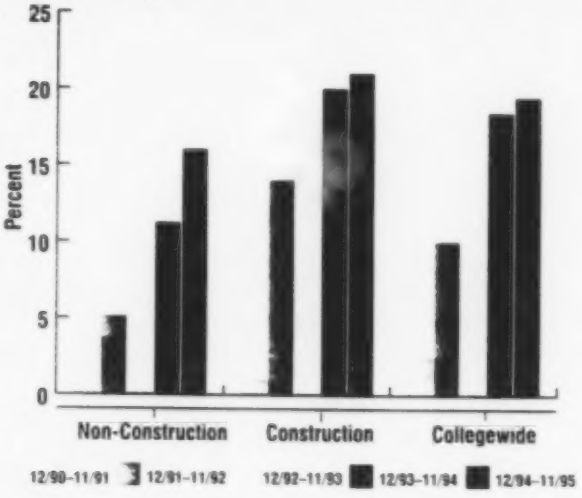
A recent FCCJ business symposium was attended by 80 people representing 66 business. Participants heard from representatives of local banks, the school board, the IRS, electric companies, and bonding companies. The intent of the conference was to talk about how to do business with FCCJ, but it also provided tools to improve business with any customer.

On January 1, 1995, FCCJ installed a telephone hotline where potential bidders could hear about opportunities 24 hours a day. However, if the company wanted to receive the bid information, they had to call back during business hours. Now, FCCJ is using a FAX vault. With this system, the caller can ask for particular bid information, which is faxed to the caller immediately. This program has improved access to businesses, particularly small ones.

Improvement was also needed in the numbers of minority vendors on the college's bidders list. In 1991, before the minority outreach plan was initiated, FCCJ's minority vendor list comprised only 150 names. Today, there are more than 1,000 minority vendors in a database organized by commodity.

FCCJ increased its database of minority vendors mostly by networking within the community. The college met with local

FCCJ Minority Business Report/Quarterly Analysis by Percentages



agencies, such as the Jacksonville Chamber of Commerce, and incorporated minority vendors from their lists. FCCJ employees also became involved with minority community organizations, including the Urban League and the NAACP.

"Our commitment to this plan extended far beyond the college's purchasing department," said Snell. "Employees representing various FCCJ departments were and still are involved in the networking. Also, employees have been given on-line access to the bidders database so they are aware of which vendors and services are on the list."

In addition to the large outreach component of the plan, several changes were made in the bidding process to assure fairness. Large construction packages are now broken into smaller packages, allowing smaller firms which provide services in specialized areas of construction to compete for contracts. Also, at the public bid opening, all contractors must submit a final list of sub-contractors to be used and adhere to their list if they win the contract.

The FCCJ Board recently changed its policy to raise the bonding requirement from $50,000 to $100,000, which means the bids under $100,000 do not require bonding. According to Snell, "The Board made this decision knowing that they would assume more risk," but placed a higher value on providing opportunities to those who might not otherwise receive the bonding. Since 1990, there have been no failed minority contracts, even after this bonding change.

As for professional services, FCCJ's plan takes a different approach. The awarding of professional service contracts is based on numerous vendor qualifications, rather than solely on price, using a request for qualification. The plan stipulates that all vendors vying for a professional services contract must be evaluated on a 100-point scale, with a specified number of points assigned to each criterion. In addition to the contract-specific criteria, five points are awarded to vendors which are greater than 51 percent owned and controlled by minorities or women (2.5 points for joint ventures). Up to five points can also be earned by vendors which are both an equal opportunity and affirmative action employer and demonstrate a minority presence among its employees.

"While minority vendors do have an advantage when it comes to requests for qualification—because they can potentially earn 10 points where majority vendors can earn only up to five points—the advantage is minimal when taken in the context of the 100-point total. But hopefully, it's enough to make the playing field level," said Snell.

According to Snell, the implementation of the minority outreach plan as a whole was a long-term and gradual process. "It took a few years to realize significant results. By and large, it's a proactive plan — not a quick-fix solution for past sins."

CALENDAR

Trustee Education Opportunities January–February 1997

January

11–14
Conference on the Learning Paradigm, San Diego, CA

21
ABC SUNY Community College Day, Albany, NY

31-Feb. 1
Wisconsin Technical College District Boards Assn. Winter Meeting, Wausau, WI

February

1–3
CCLC Annual Legislative Conference and Trustee Orientation, Sacramento, CA

5
Nebraska Community College Association Annual Meeting and Legislative Seminar, Lincoln, NE

9–10
ACAATO Annual Conference, Toronto, Ontario

10
NCACCT Annual Law Conference, Raleigh, NC

16–18
TACTC Winter Conference, Olympia, WA

23–25
Community College National Legislative Seminar, Washington, DC

23–26
American Council on Education Annual Meeting, Washington, DC

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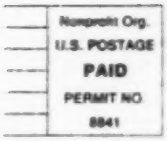

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